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ABSTRACT

Indiana's Early Intervention Grant Program (EIGP) provides funding for Reading Recovery and other early interventions focused on improvement in early reading programs (Grades 1-5). This resource guide provides information that schools in Indiana can use to plan for proposals for EIGP and other grant programs, such as comprehensive school reform (CSR). The guide has four parts plus appendixes. Part I: The Resource Guide provides background on research-based reading reforms, early reading interventions, comprehensive reforms, Indiana Academic Standards for reading, and suggestions for using the guide. Part II: Early Reading Interventions compares the program features of targeted interventions (e.g., Early Steps, Reading Recovery) and classroom-based interventions (e.g., Four Blocks, Literacy Collaborative). Part III: Comprehensive School Reforms compares two types of comprehensive reforms that include a focus on early reading; process-oriented reforms (e.g., Accelerated Schools Project) and curriculum-based reforms (e.g., Success for All). Part IV: Assessing Early Reading Programs consists of a step-by-step guide for assessing early reading programs and developing a grant proposal. Appended are a glossary of program features; an early reading and literacy classroom survey; and charts showing program features related to standards. (NKA)

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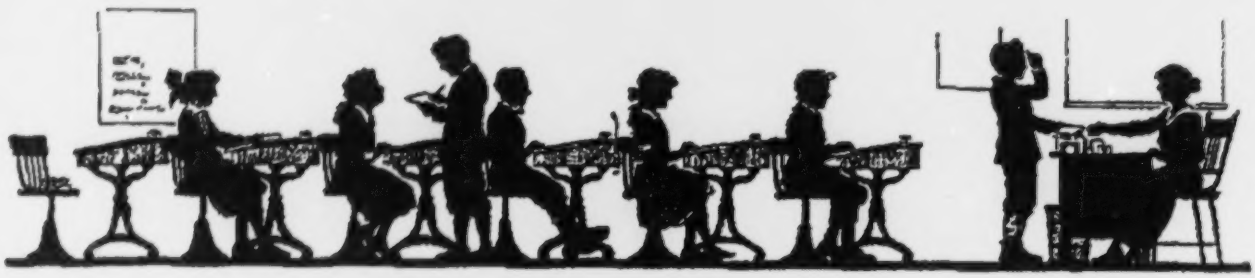
Improving Early Reading:

A Resource Guide for Elementary Schools



By Edward P. St. John
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Executive Summary

Indiana's Early Intervention Grant Program (EIGP) provides funding for Reading Recovery and other early interventions focused on improvement in early reading programs (grades 1-5). This resource guide provides information that schools can use to plan for proposals. This guide has four parts plus appendices:

- **Part I: The Resource Guide.** The introduction to the guide provides background on research-based reading reforms, early reading interventions, comprehensive reforms, Indiana Academic Standards for Reading, and suggestions for using this resource guide.
- **Part II: Early Reading Interventions.** Compares the program features of targeted interventions (e.g., Early Steps, Reading Recovery) and classroom-based interventions (e.g. Four Blocks, Literacy Collaborative). These program reviews identify the features of reading interventions that link directly to early reading outcomes, as well as illustrate how these features help schools address Indiana Academic Standards for Reading.
- **Part III: Comprehensive School Reforms.** Compares two types of comprehensive reforms that include a focus on early reading: process-oriented reforms (e.g., Accelerated Schools Project) and curriculum-based reforms (e.g., Success for All). These program reviews identify the features of comprehensive reforms that link directly to early reading outcomes, as well as illustrate how these features help schools address Indiana Academic Standards for Reading.
- **Part IV: Assessing Early Reading Programs.** A step-by-step guide for assessing early reading programs and developing a program proposal:
- Assessing Current Practice
- Setting a New Direction
- Designing an Intervention
- Assessing Impact

- **Glossary of Program Features.** Identifies, defines, and describes the features of early reading interventions and comprehensive reforms. The glossary provides a common set of definitions for program features that are included in various reform and intervention models, as well as descriptions of features that help educators understand how they relate to learning standards.
- **Early Reading and Literacy Classroom Survey.** Survey instrument that teachers can use to assess their own reading practices and school teams can analyze, as a first step in planning for a reading intervention.
- **Charts Showing Program Features Related to Indiana Academic Standards for Reading.** These charts identify how reform features relate to Indiana Academic Standards for Reading.

Preface

Early intervention in education, especially early intervention in reading has been a decades-long interest of the Federal Government. This interest surfaced strongly in the 1960's with the Elementary and Secondary Education Act that promoted hundreds of studies of reading and writing programs. Head Start and Even Start programs called national attention to the need for early activity in schools and in homes for the benefit of our children. That interest continues to this day as the Federal Government, through the Department of Education, encourages local schools to develop programs that will help young children succeed, especially children who have obstacles to overcome.

This report is issued as a guide to educators and school systems who are looking for positive ways to help their beginning readers to succeed. Though it is a detailed analysis of the programs that were tried in one state, the tools and the findings are presented here as general guides to those who are looking for effective intervention programs. This study, performed by the Indiana Education Policy Center, can serve educators across the country as they assess their needs, evaluate programs, and look for steps to take in bringing success to young children in their reading and writing performances.

Schools can find here techniques for assessment, summaries of early reading intervention programs, and guidelines for setting up programs or in searching for funds. This report also shows how different programs respond to different state standards. It will benefit anyone who is asking the question: "Are there early intervention programs that will meet the needs of the young readers in my school?"

ERIC for Reading, English and Communication is proud to co-publish this guide with the Indiana Education Policy Center.

Carl B. Smith, Director
ERIC for Reading, English and Communication
Bloomington, Indiana

January 2002

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Part I: The Resource Guide

By Edward P. St. John and Siri Ann Loescher

Elementary school teachers are faced with both challenges and opportunities due to the increased attention on building excellent reading skills in elementary schools. The State of Indiana has adopted a new set of standards for reading, and both locally and nationally there is increasing pressure to teach reading in ways to promote high scores on standardized tests. Simultaneously, opportunities to explore alternative approaches to early reading have become available to schools. Not only does the State of Indiana have the Early Intervention Grant Program, which provides schools an opportunity to seek new funds to improve early reading, but the federal government has made improvements in early reading a priority in the education reform initiatives they fund. Thus, while the pressure to perform according to standards can seem burdensome, there are opportunities available that can help teachers work together to improve the early reading programs in their schools. This resource guide is written for teachers and site administrators who are interested in assessing their own classroom practices in reading and in collaborating with their peers on interventions that will make it easier to for them to face up to and address the new standards and improve reading achievement in their classrooms. This introduction to the resource guide addresses:

- **Research-Based Reforms**: A discussion of the research base that has been used to inform state and federal efforts to initiate education reforms and develop learning standards. Having an understanding of the research base can help teachers think about their current practice in relation to the literature that underlies most reform efforts.
- **Early Reading Interventions**: An overview of the generic types of reforms that are available in early reading, the ways research has informed their development, and a general overview of the research on Indiana's elementary schools.
- **Comprehensive Reforms**: An overview of the generic types of comprehensive reforms and their relationship to improvement in early

reading, along with a discussion of the research base for comprehensive reforms.

- **Indiana Academic Standards for Reading**: An overview of the ways the reforms reviewed in this volume address Indiana Academic Standards for Reading improvement.
- **Using the Guide**: A discussion of the ways teachers in Indiana's elementary schools can use this guide to review reform models and plan for improvement in early reading in their school.

Research-Based Reading Reforms

The newest wave of school reform has some hopeful signs for teachers. Past efforts to reform education were based on beliefs about reform and were not influenced by research in substantial ways. In the 1960s and 1970s, the aim of most federal support for education was to equalize the opportunity for all students to enter the educational mainstream. Then in the early 1980s, the focus of most federal reform shifted to improvement in standards and the use of standardized tests to measure school quality. Neither of these earlier reform strategies was informed in a major way by research on teachers and schools. Rather they were driven by beliefs about the role of government in educational improvement. In contrast, the newest wave of reform in reading and educational improvement has been based on educational research. This is good news for teachers, in the sense that research-based reforms are more likely to be based on information that they value.

The goal of this guide is to provide information that informs teachers, rather than to push any particular reform agenda. Thus, this guide is intended as a resource for teachers and administrators who make informed choices about educational reforms. Since district officials are the first to review reform models, to sort through information provided by reformers, and to provide encouragement and support for school reform, we hope that this guide enables teachers and central office officials to work together in their efforts to make informed choices about school reform. A brief overview of the research should help teachers understand why this approach can help them make informed choices.

The Early Debates

There were debates about the best approaches to teach reading throughout the second half of the 20th century. At mid century, there were two traditions in reading instruction: one approach focused on words and their meaning, the other on letter-sound relationships (or what is now known as phonemic awareness and direct phonics instruction). In the late 1960s, Jean Chall conducted an extensive review of the research and concluded that it was necessary to include an emphasis on letter-sound relationships, or phonics. Researchers in Indiana were investigating intervention methods during this period. Through a process of experimentation they found that an emphasis on phonics helped enable students to learn to read (Ellson, Barber, Engle, & Kampewerth, 1965; Ellson, Harris, & Barber, 1968).

For the past three decades, much of the research on reading focused on strategies for teaching letter-sound relationships in early reading programs. Some researchers argued that literature research approaches that integrated an emphasis on letter-sound relationships were the most appropriate and conducted research that supported their case. Others argued that an explicit emphasis on letter-sound relationships was necessary. For example, Marie Clay (1991, 1993), the founder of Reading Recovery, developed a well-defined method for integrating teaching on letter-sound relationships into a literature-rich approach for children in an at-risk situation. While there is high quality research confirming that the method works well (Pinnel, Lyons, DeFord, Bryk, & Seltzer, 1994), there is also research that indicates integration of a specific emphasis on phonics improves the impact of Reading Recovery (Iverson & Tunmer, 1993). Thus, the debates about the most effective strategies for early reading teaching and intervention linger on, albeit in altered form.

Comprehensive Approaches to Reading Reform

There are a number of comprehensive approaches to early reform. Some emphasize one-on-one interaction, while others emphasize classroom-wide interventions. Further, many comprehensive school reforms place an emphasis on early reading. Many of these reforms have related bodies of confirmatory research. The most noted of these

reforms is Success for All, a comprehensive school reform that started with an emphasis on early reading. It has gained note because its founder, Robert Slavin, a noted educational researcher, used an experimental design to pilot test the early model. Many of the other reform models are also attempting to develop a solid research base.

Perhaps the most important test of any of these reforms is how well they work when implemented on a large scale. Recently a number of states have promoted early reading reforms statewide, the federal government has encouraged this development through legislation and the federal government and states have promoted comprehensive school reform on a broad scale. Research on these state and national reform efforts will eventually inform educators about how easy these reform models are to replicate and whether the actual tests of these models confirm the claims of the researchers and other reformers who advocate these models.

New Directions in Research

The National Research Council (NRC) recently conducted a comprehensive review of the research on early reading (Snow, Burns, & Griffith, 1998). While the NRC report emphasized using a balanced approach, they accentuated phonemic awareness. The NRC report was favorable toward the methods used by Success for All, along with the research on this method. They concluded that Reading Recovery lacked a sufficient emphasis on explicit approaches, but recognized it was well organized and had an appropriate emphasis on professional development (Snow, Burns, & Griffith, 1998).

In the past few years, a number of states have implemented reforms that place a renewed emphasis on explicit instruction in letters, sounds, and the underlying alphabetic principle. These were reforms heavily influenced by research by Barbara Foorman and her colleagues (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998) that concluded an explicit emphasis on early letter-sound relationships increases phonemic awareness and improves early reading. In Indiana, for example, in the past year the Indiana Department of Education has developed a 'phonics toolkit,' provided web-based instruction for teachers on direct instruction, and encouraged colleges to integrate this emphasis into their courses for teachers (see Box I.A: Phonics Online). However, like

many of the reforms initiated since the National Research Council's report, evaluations of the impact of the Indiana Phonics Toolkit are not yet possible.

Box I.A **Phonics Online**

http://eric.indiana.edu/phonics/

Through this web site, teachers and parents can review Indiana Academic Standards in Reading/Language Arts for reading instruction, engage in online workshop activities, find sample classroom activities, and link to numerous resources related to phonics instruction, including the Phonics Toolkit recently developed by Indiana educators.

For more information on the Phonics Toolkit, including course modules and registration, go to the web site.

Instructor: Carl B. Smith

Further, there are reasons to think critically about the National Council for Research's findings. For example, in Indiana, the schools that adopted Success for All had less emphasis on phonics and related practices than did schools that had not implemented the method. Further, the patterns of practice associated with schools using Success for All were similar to schools using many other reform methods, such as Four Blocks or Literacy Collaborative (Manset, St. John, Simmons, Worthington, Chung, & Manoil, 2000). Specifically, Explicit-Direct Approaches, a pattern of practice that included a heavy emphasis on phonics, was not positively associated with any of these reform models (and had a negative correlation with most of these models).

Differing Claims about Reading Improvement

Thus, there continues to be a number of competing claims about reading reform. Research that uses experimental studies to compare the effects of explicit and implicit instruction in letter-sound relationships usually finds that direct approaches work better (Foorman et al., 1998; Iverson and Tunmer, 1994; Snow, Burns, & Griffith, 1998). However, some of the research on which the National Research Council bases its conclusions about direct instruction has focused on Success for All, a method that places

a heavy emphasis on literature-based methods, at least as implemented in Indiana (Manset, St. John, Simmons, Worthington, Chung, & Manoil, 2000).

As the "research-based" reforms move from controlled experiments to practice, they are being implemented in complex contexts in which educators are already making many choices about their teaching, including decisions about how to meet state standards. Thus, the new reading reforms are implemented in the real world and need to be considered in this context. Clearly there is a need for well-designed evaluation studies that assess the effects of these new reforms. However, educators can not, and should not, wait until a new wave of research reports trickle down. Rather, educators need to take a more proactive approach, becoming more engaged in decisions about the reform process.

The Roles of Research in Reading Reform

Given the status of the new reforms, it is important that teachers recognize that there are a number of ways they need to become involved in the research process when they make choices about reading reforms. Specifically, it is important to consider:

- *How was research used in the design of the reform?* Most of the reading reforms that are reviewed here are based on research. At the very least, the reform designers have reviewed research and used it to inform their approach. This was the minimum criterion for inclusion in this report. However, since there are still competing theories and models, it is important to consider what is included and not included in various models.
- *Does the model have a confirmatory research base?* Typically model advocates will conduct "experimental" studies where they compare the use of the model to similar schools that do not use the model. Only a few of the models reviewed here have a strong base of confirmatory experimental research (e.g., Early Intervention in Reading, Success for All). The presence of confirmatory research is a good sign, but it does not ensure that the reform will work in all settings. Indeed, the schools where a model is pilot tested might be different than the schools that adopt the model later. Or, the model may lack sufficient professional development and on-going support to ensure successful implementation.

- *Does the reform involve teachers in the research process?* If schools have successful grants through Indiana's EIGP, they will be involved in subsequent evaluative research. Thus, at a minimum, teachers will need to complete surveys if they receive grants through this program. However, there are other ways reforms involve teachers as researchers. Some reforms involve informative research on student progress and using this information to target services. Other reforms involve teachers as action researchers, engaging in pilot tests of interventions they design.
- *Does evaluation research confirm the success of the model in the field?* During the past three years, the Indiana Education Policy Center has been engaged in research on the impact of a number of the reform models reviewed in this volume. These studies show that different models have different effects that are closely linked to the design features of the models (St. John, Manset, & Chung, forthcoming). This research further documents the importance of involving teachers in the review of model designs, using an approach similar to the one described in the conclusion of this guide.

Early Reading Interventions

Part II of this Guide reviews early interventions in reading. It considers two types of interventions: targeted interventions that emphasize one-on-one instruction for students who are having difficulty learning to read; and classroom-based interventions that involve teachers in new approaches to instruction.

The Intervention Models

The Resource Guide reviews both Targeted Interventions and Classroom-Based Interventions. The targeted reforms involve teachers in assessing student skills and providing individual targeted interventions. In contrast, classroom-based interventions focus on changing the way reading is taught for all students.

The *Targeted Interventions* reviewed in this Guide include:

- *Early Intervention in Reading*: A comprehensive reform model that relies on formative evaluation and one-on-one support for students having difficulty learning to read.
- *Early Steps*: A systematic intervention model that relies on engaging teachers in research on students and designed interventions for their students.
- *Reading Recovery*: A comprehensive intervention that provides pullout instruction for first grade students who are having trouble learning to read.

The *Classroom-Based Interventions* reviewed in the guide include:

- *First Steps*: A classroom-based language development model that serves as a teacher resource for closing the loop between diagnostic observation of child development and classroom instruction.
- *Four Blocks*: A multi-level, multi-method instruction that focuses on guided reading, self-selected reading, writing, and working with words.
- *Literacy Collaborative*: An intervention that focuses on classroom-based instruction, depending on Reading Recovery as a 'safety net' for students not succeeding. It involves teachers and families in comprehensive and reflective approaches to early reading.
- *Waterford Early Reading Program*: A technology-based intervention that supplements classroom instruction.

The Research Base

The research base for these interventions varies substantially (Table I.A). Below we provide a brief overview of the research base for these interventions. Of these methods, First Steps and Early Steps would involve teachers in formative research. Both Early Intervention in Reading and Reading Recovery have a substantial confirmatory research base. The Indiana studies have shown a positive effect of a number of these interventions. All projects funded through EIGP are involved in evaluation research and teachers seeking funds can expect to complete evaluation surveys if they receive funding.

While all of the basic reading reform models were designed based on research, the confirmatory research base is variable. Early Intervention in Reading (EIR) and Reading Recovery have substantial confirmatory research. For Reading Recovery, there have been mixed results from the research. However, the research has been extensive and has included studies by many independent researchers. The studies of EIR have mostly been conducted by the model designers.

All of these reforms also engage teachers in a research process. Most models involve teachers in assessing student progress and in designing and adapting intervention methods to meet student needs. Some methods involve teachers as action researchers, involving them in classroom research projects.

The Indiana studies add confirmatory evidence to indicate Reading Recovery and Literacy Collaborative have a positive influence on student outcomes (St. John, Chung, & Manset, forthcoming; St. John, Manset, Chung, Simmons, & Musoba, 2000). Research on the other models has either been neutral (or mixed) or has not included the reform.

Table I.A Research Base for Early Reading Interventions

Reform Model	Based on Research	Confirmatory Research	Involves Teachers
Targeted Interventions			
Early Intervention in Reading	Yes	Substantial	Study Student Progress
Early Steps	Yes	Modest	Very Little
Reading Recovery	Yes	Substantial/ Mixed	Study Student Progress
Classroom-Based Interventions			
First Steps	Yes	Action Research	Study Student Progress
Four Blocks	Yes	Modest	Study Student Progress
Literacy Collaborative	Yes	Modest	Study Student Progress
Waterford Early Reading Program	Yes	Modest	Study Student Progress

Comprehensive Reforms

Part III reviews comprehensive school reforms that include an emphasis on reading. Two types of reforms:

- *Process-oriented comprehensive reforms*: Involve teachers in a rigorous process of reviewing current practices and developing intervention strategies that address learning standards in reading and other areas.
- *Curriculum-oriented comprehensive reforms*: Provide a curriculum that teachers implement as part of the reform, often in combination with process changes and reflective practice.

Overview of Reforms

The *Process-Oriented Reforms* reviewed in this Guide include:

- *Accelerated Schools*: An inquiry-based reform restructuring model that focuses on using gifted methods for accelerated learning for students in at-risk situations.
- *ATLAS (Authentic Teaching, Learning and Assessment for All Students)*: A process-oriented model that involves teachers in developing reforms that address state learning standards by creating educational pathways for students.
- *Lightspan Achieve Now:* An extended learning program that involves computer-based activities in reading and math that target increasing skill acquisition.
- *Modern Red Schoolhouse*: A process-oriented, standards-driven school reform process that emphasizes development of a learning community to find effective ways to teach.
- *School Development Program*: A comprehensive reform that focuses on child development and community involvement in the reform process.

The *Curriculum-Based Reforms* reviewed in this Guide include:

- *America's Choice*: A comprehensive reform that provides a specified curriculum and core assignments aligned with national learning standards. It also encourages reflective practice to enhance the implementation process.
- *Success for All*: A comprehensive reform that provides early reading, math, and social studies and sciences curricula and aligned teaching methods. Includes a complementary model for community involvement.

The Research Base for Comprehensive Reforms

The initial list of reforms included in CSR were reforms with extensive implementation and a reasonable body of research (Northwest Regional Educational Laboratory, 1998). However, since the new federal funds have been available for large-scale, multi-year reforms in schools—the approach used by the federal Comprehensive School Reform Demonstration (CSRD) program—more methods have been developed and sought inclusion in state resources fairs. For example, the Four Blocks method has been adapted into a number of the successful CSR proposals in Indiana. Newer technology-based methods, like Lightspan, have also made marketing efforts to be integrated into reforms. Therefore, not all of the reforms currently being marketed to schools have substantial confirmatory research bases. However, all models are based in research, at least to some extent (see Table I.B).

The models vary substantially in the ways they involve teachers in the research process. A few of the models (Accelerated Schools Project and ATLAS) engage teachers as action researchers, using their studies as an integral part of the reform process. Most of the other models involve teachers in research on student progress or other formative evaluation processes. One model, Success for All, does not explicitly involve teachers in the research process.

Table I.B Research Base for Comprehensive Reforms			
Reform Model	**Based on Research**	**Confirmatory Research**	**Involves Teachers**
Process-Oriented Reforms			
Accelerated Schools Project	Yes	Substantial	Action Research
ATLAS	Yes	Modest	Action Research
Modern Red Schoolhouse	Yes	Modest	Study Student Progress
School Development Program	Yes	Substantial/ Positive	On-going Formative
Lightspan Achieve Now	Yes	Modest	Study Student Progress
Curriculum-Based Reforms			
America's Choice	Yes	Modest	Study Student Progress
Success for All	Yes	Substantial/ Positive	Very Little

A Framework for Comparing Interventions

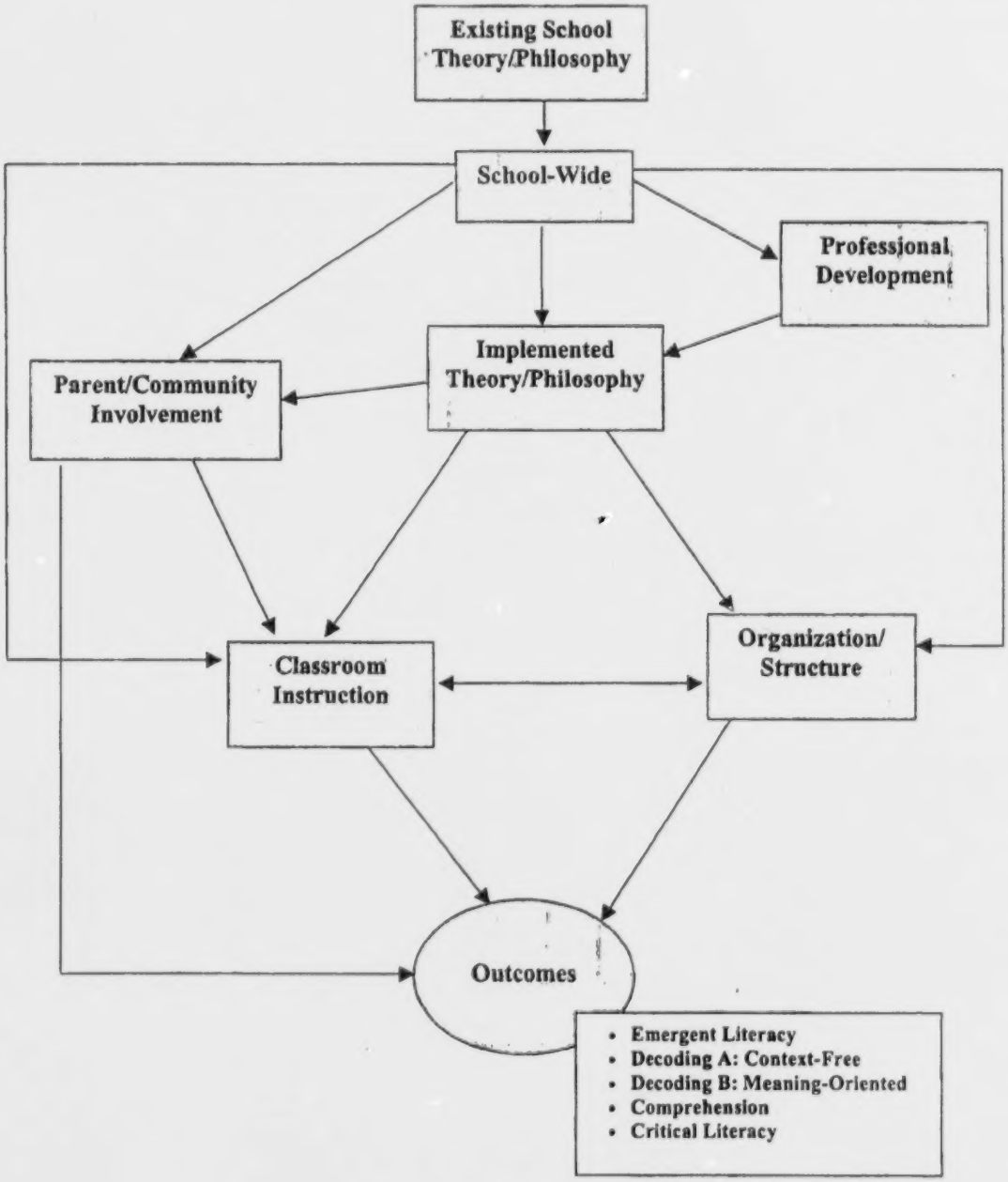
The reviews of the reform models included in this Guide use a common framework for comparison and common definitions of program features. This approach allows for a fair comparison of the features of various reform models, as well as for consideration of the ways the reform features link to reading outcomes (and learning standards). The comprehensive framework (Figure I.A) identifies six major components, while the framework for reading reforms includes five of the components. The components are:

- *School-Wide Features*: The organizational and administrative processes that are used to coordinate the reform with other parts of the school program and governance. (Included for comprehensive reforms, but not always included in reading interventions.)
- *Professional Development Features:* The processes that are used to enable teachers to learn about the reform method.
- *Implemented Philosophy*: The values and beliefs about reading skill acquisition that underlie the model's design.
- *Classroom Instruction Features*: The teaching and learning methods that are emphasized in the model implementation process.

- *Organizational/Structural Features:* Curriculum, classroom organization, and other structural features of reforms that provide cohesion in the intervention process.
- *Parent Involvement:* Strategies for involving parents in reading acquisitions that are integral to and provide a system support for classroom instruction in reading.

Compared to reading reforms, comprehensive reforms place more emphasis on school-wide processes that can have an indirect influence on early reading. These reforms make comprehensive changes in school cultures. Otherwise the types of features related to classroom practices included in both types of reforms are similar, especially features related to early reading instruction. In the models reviewed in this Guide, program features are linked together to provide comprehensive strategies for improving acquisition of reading skills by young children (as illustrated in Figure I.A). The reviews of each model use this framework. Specific program features (e.g., *Pullout Programs* or *Cooperative Learning*) and targeted literacy outcomes are indicated by the use of italicized text. Each program feature is defined and described in the attached glossary (Appendix A).

Figure I.A
Framework for Comparing
Early Reading and Literacy Interventions



In addition, based on an extensive review of the research on reading acquisition (St. John, Bardzell, Michael, Hall, Manoil, Asker, & Clements, 1998), the framework identifies six literacy-related outcomes:

- *Emergent Literacy*: Reading readiness and an appreciation of literature that creates an enthusiasm for reading.
- *Decoding A*: Context-free decoding focusing on letter-sound relationships independent of literature.
- *Decoding B*: Meaning-oriented decoding focusing on letter-sound relationships in the context of literature.
- *Comprehension*: The understanding of texts, based on discerning the meaning of written words in context.
- *Composition*: The ability to write stories that communicate ideas, experiences, and themes.
- *Critical Literacy*: The ability to read and analyze texts across the curriculum, as well as to think about the meaning in relation to one's own experience.

Much of the current debate about strategies for early reading focuses on the relative emphasis placed on *Decoding A and B* within reading interventions. The National Research Council (Snow, Griffin, & Burns, 1998) emphasizes context-free rather than meaning-oriented approaches to early reading acquisition, based on laboratory and experimental studies that compared both approaches. However, many of the comprehensive reforms reviewed here and used in schools in Indiana, including Success for All and Four Blocks, place less emphasis on phonics and related approaches than do schools that have not received EIGP funding. In this context, it is important to learn from the reforms that have already been implemented. If reforms enable more students to learn to read on grade level, then it is reasonable to expect that funded schools will have improved outcomes, including:

- *Reductions in Special Education Referral*
- *Reductions in Retention in Grade Level*
- *Increases in the Percentages of Students Passing ISTEP+ Reading Tests.*

The research to date on the Early Intervention Program (formerly referred to as the Early Literacy Intervention Grant Program) indicates that the funded projects have improved these outcomes in Indiana schools (see Box I.B for a list of reports). Teachers who are interested in finding out more about how different reforms influence improvement in these incomes are encouraged to review these reports.

Box I.B The Following Related Technical Reports are Available Through the Indiana Education Policy Center

Manset, G., St. John, E. P, Chung, C. G. & Simmons, A. (2001). *An evaluation of trends in ISTEP+ reading and language arts scores for Indiana's Early Literacy Intervention Grant Program (Schools funded 1997-1998).* Bloomington, IN: Indiana Education Policy Center.

Manset, G., St. John, E. P., Jacob, S., Hodges, D., Manoil, K., Worthington, K., & Gordon, D. (2001). *Innovations for reaching readers at risk: Case studies of Indiana's Early Literacy Intervention Grant Program.* Bloomington, IN: Indiana Education Policy Center.

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Indiana Academic Standards for Reading

Indiana Academic Standards for Reading in elementary schools are closely aligned with the outcomes that have been used to review and evaluate EIGP. The Indiana Academic Standards for Reading include three standards: Word Recognition, Fluency, and Vocabulary Development; Reading Comprehension; and Literary Response and Analysis. The standards have been developed for each grade from kindergarten to 12th. Each standard specifies categories of sub-skills. For example, the Word Recognition, Fluency, and Vocabulary Development standard at grade 1 is comprised of four categories of sub-skills: Concepts in Print, Phonemic Awareness, Decoding and Word Recognition, and Vocabulary and Concept Development. In turn, each of these categories includes a list of specific sub-skills. The sub-skills are stated as performance outcomes with embedded content that describe what a student should be able to do to meet the standard. For example, the sub-skills at the grade 2 level for Analysis of Grade-Level-Appropriate Narratives (part of the Literary Response and Analysis standard) include:

- Compare plots, settings, or characters presented by different authors.
- Create different endings to stories and identify the reason and the impact of the different ending.
- Compare versions of same stories from different cultures.
- Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.

Indiana Academic Standards - 2nd Grade:
Language Arts and Mathematics

The reading standards and their respective categories of sub-skills, listed by grade level, are included in Table I.C.

The reading standards suggest a balanced approach for early literacy acquisition. At the earliest levels, concurrent emphasis is given to *Emergent Literacy* and *Decoding A* (context-free) skills, and *Decoding B* (meaning-oriented) and *Comprehension. Critical Literacy* skills begin in early elementary and extend up through the grade levels. For example, students are expected to not only understand and analyze interpretive and figurative techniques, but also to compare and discuss effectiveness and appropriateness

of medium (fiction vs. nonfiction) and techniques in conveying information (nonfiction) or creating a structurally consistent piece of literature.

Table I.C. Indiana Academic Standards: Reading - Categories of Sub-Skills Grades K-8

Standard	Sub-Skill Categories	Related Reading Outcomes	Grade Levels
Word Recognition, Fluency, and Vocabulary Development	➢ *Concepts in Print* ➢ *Phonemic Awareness* ➢ *Decoding and Word Recognition* ➢ *Word Recognition* ➢ *Vocabulary and Concept Development*	*Emergent Literacy* *Decoding A* *Decoding B*	*K-1* *K-2* *K-3* *4-6* *K-8*
Reading Comprehension	➢ *Structural Features of Print* ➢ *Comprehension and Analysis of Grade-Level-Appropriate Text* ➢ *Expository (Informational) Critique*	*Decoding B* *Comprehension* *Critical Literacy* *Composition*	*K-8* *K-8* *5-8*
Literary Response and Analysis	➢ *Structural Features of Literature* ➢ *Analysis of Grade-Level-Appropriate Narratives (Stories)* ➢ *Narrative Analysis of Grade-Level-Appropriate Text* ➢ *Literary Criticism*	*Comprehension* *Critical Literacy* *Composition*	*4-8* *K-4* *5-8* *5-8*

Word Recognition, Fluency, and Vocabulary Development

This standard at the earliest grades includes skills incorporating emergent literacy skills, including understandings about print material (e.g. that words are written from right to left and top to bottom on a page) and phonological awareness *(Emergent Literacy)*. *Decoding A* is emphasized in two of the sub-skill categories (Phonemic Awareness and Decoding and Word Recognition). The latter category also expects students to demonstrate oral fluency in reading grade appropriate text.

More advanced phonological approaches, including structural analysis—the use of knowledge about words such as roots, prefixes, etc. used to determine the meaning of unknown words—as well as some *Decoding B* (using meaning and context to teach letter-sound relationships) are included in Vocabulary and Concept Development sub-skills. Students also begin to learn about word categories related to the meanings of words (e.g., synonyms, and antonyms - and at more advanced grades Greek and Latin roots) in order to build increasing self-sufficiency in understanding complex words.

Reading Comprehension

This standard includes a category of skills for understanding the structures of informational materials that can be used as aids for comprehension or for finding needed information (e.g., using chapter headings, a glossary, or an index), a category related to three areas: understanding and using structural features to increase comprehension; analysis of narratives; and literary critique.

This standard focuses on literal comprehension---understanding the features and conventions of narratives and how these can be used to deepen comprehension *(Comprehension)*. At the middle/upper primary and middle school levels more emphasis is placed on sophisticated literary conventions, critical analysis of text based on explicit and implicit comprehension, and a category related to factual and stylistic critique of non-fiction text. In this standard, students are expected to demonstrate the abilities to understand unknown words or concepts through the context of the passage *(Decoding B)*, to extract information and explain or analyze that information *(Comprehension)*, and to critique informational materials based on aspects such as logical consistency of arguments and the accuracy and appropriateness of evidence used to support positions *(Critical Literacy)*. While it is not explicit in these standards, many of the skills could be strengthened through specific types of expository writing activities and are thus related to *Composition* outcomes.

Literary Response and Analysis

This standard, like the Reading Comprehension standard, attends to deriving understanding of both literal and figurative meaning from text, but is concerned with narratives rather than non-fiction materials. This standard is constructed similarly to the Reading Comprehension standard of effectiveness and appropriateness of the use of such conventions, and related cross text comparisons *(Critical Literacy)*. Similar to the Reading Comprehension standard, though not explicit, some *Composition* outcomes could strengthen students' facility with these standards.

Addressing Indiana Academic Standards for Reading

Because the Indiana Academic Standards are very extensive and ambitious (i.e., set a high bar for students), a particular curriculum or method not designed around these

specific standards should not be assumed to fully address all of the standards' sub-skills. For example, a program designed around building phonological awareness and sentence comprehension would likely address numerous sub-standards, but would be less likely to meet some of the critical literacy sub-skills. Thus, to be able to fully meet all reading standards, a school adopting this program would need to incorporate methods or materials to address those sub-skills not explicitly covered.

To be sure that students will meet the Indiana Academic Standards for Reading, schools need to become knowledgeable about the standards, to assess the degree to which their current program already addresses these standards in order to determine areas needing improvement, and to consider strategies—such as adopting a specific literacy intervention—that can be used by the school. When considering literacy approaches, the school should determine if the new program addresses all sub-skills and decide how to address any not covered in the program.

Since Indiana Academic Standards for Reading are broken down by grade level, study teams in schools should consider if the reform meets the standards at each level:

- Elementary Grades K-3 (For a summary review of reform models, see Table I.D)
- Elementary Grades 4-6 (For a summary review of reform models, see Table I.E)
- Middle School Grades 7-8 (For a summary review of reform models, see Table I.F)

Table I.D How Early Reading Interventions Address Indiana Academic Standards for Reading - Grades K-3

		Standard 1: Word Recognition, Fluency, and Vocabulary Development				Standard 2: Reading Comprehension		Standard 3: Literary Response and Analysis
Intervention Model	Primary Method for Meeting Standards	*Concepts in Print*	*Phonemic Awareness*	*Decoding and Word Recognition*	*Vocabulary and Concept Development*	*Structural Features of Informational and technical Materials*	*Comprehension and Analysis of Grade-level Appropriate Text*	*Analysis of Grade-Appropriate Narratives (Stories)*
Accelerated Schools	Inst. Methods							
America's Choice	Curriculum							
ATLAS Communities	Inst. Methods							
Early Intervention in Reading	Both							
Early Steps	Inst Methods							
First Steps	Inst Methods							
Four Blocks Method	Inst Methods							
Lightspan Achieve Now	Curriculum							
Literacy Collaborative	Inst. Methods							
Modern Red Schoolhouse	Both							
Reading Recovery	Inst Methods							
School Dev. Program	Inst Methods							
Success for All	Both							
Waterford Early Reading Prg	Curriculum							

A standard may be addressed through specific curriculum or through explicit instructional methods, or through both.
A solid black box indicates that the standard area is fully addressed.
A half-black box (diagonal) indicates that the methods and/or curriculum are appropriate for meeting the standard, but do not do so explicitly.
A gray box indicates that the intervention includes school-wide or professional reform processes for the alignment of curriculum or methods to the state standards.
A white box indicates the intervention does not address this standard.

Table I.E How Early Reading Interventions Address Indiana Academic Standards for Reading - Grades 4-6

		Standard 1: Word Recognition, Fluency, and Vocabulary Development		Standard 2: Reading Comprehension			Standard 3: Literary Response and Analysis		
Intervention Model	Primary Method for Meeting Standards	*Word Recognition*	*Vocabulary and Concept Development*	*Structural Features of Informational and Technical Materials*	*Comprehension and Analysis of Grade-level Appropriate Text*	*Expository (Informational) Critique*	*Structural Features of Literature*	*Analysis of Grade-Appropriate Narratives (Stories)*	*Literary Criticism*
Accelerated Schools	Inst. Methods								
America's Choice	Curriculum								
ATLAS Communities	Inst. Methods								
Early Intervention in Reading	Both					N/A	N/A		N/A
First Steps	Inst Methods								
Lightspan Achieve Now	Curriculum								
Modern Red Schoolhouse	Both								
School Dev. Program	Methods								
Success for All	Both								

A standard may be addressed through specific curriculum or through explicit instructional methods, or through both.
A solid black box indicates that the standard area is fully addressed.
A half-black box (diagonal) indicates that the methods and/or curriculum are appropriate for meeting the standard, but do not do so explicitly.
A gray box indicates that the intervention includes school-wide or professional reform processes for the alignment of curriculum or methods to the state standards.
A white box indicates the intervention does not address this standard.

Table I.F How Early Reading Interventions Address Indiana Academic Standards for Reading - Grades 7-8

		Standard 1: Word Recognition, Fluency, and Vocabulary Development	Standard 2: Reading Comprehension			Standard 3: Literary Response and Analysis		
Intervention Model	Primary Method for Meeting Standards	*Vocabulary and Concept Development*	*Structural Features of Informational and Technical Materials*	*Comprehension and Analysis of Grade-level Appropriate Text*	*Expository (Informational) Critique*	*Structural Features of Literature*	*Analysis of Grade-Appropriate Narratives (Stories)*	*Literary Criticism*
Accelerated Schools	Inst. Methods							
America's Choice	Curriculum							
ATLAS Communities	Inst. Methods							
First Steps	Inst Methods							
Lightspan Achieve Now	Curriculum							
Modern Red Schoolhouse	Both							
School Dev. Program	Methods							

A standard may be addressed through specific curriculum or through explicit instructional methods, or through both.
A solid black box indicates that the standard area is fully addressed.
A half-black box (diagonal) indicates that the methods and/or curriculum are appropriate for meeting the standard, but do not do so explicitly.
A gray box indicates that the intervention includes school-wide or professional reform processes for the alignment of curriculum or methods to the state standards.
A white box indicates the intervention does not address this standard.

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Using the Guide

This Guide provides a resource for teachers who are interested in planning for interventions in early reading. In addition to providing reviews of a range of specific models for reading intervention and comprehensive reform, the Guide also provides a method for reviewing the reading programs in elementary schools and for planning for improvement strategies.

Systematic Reviews of Reforms

The systematic review of reading interventions (Part II) and comprehensive reforms (Part III) provides systematic reviews of the features of these reform models, as well as of the linkage structures between program features and Indiana reading standards for elementary schools. Teacher interested in learning more about these models can:

- *Compare Reforms* by reading through the document (and graphics), or
- *Study Specific Reforms* by studying the features of specific models and how the features relate to standards, or
- *Follow Up* by examining specific documents noted in the reviews or contacting model providers (identified in the reviews).

Understanding Program Features

The intervention and reform models reviewed in the Guide are comprised of program features that are linked together in thoughtful ways, informed by research and practice. Teachers interested in studying a specific reform can compare the features of reform, considering features:

- *Identified in the model overview for each reform,*
- *Discussed in the description of the reform,*
- *Described in the glossary* (a common set of definitions and descriptions).

Relating Reforms to Learning Standards

Teachers who are interested in the ways that the intervention and reform models might help them better meet Indiana Academic Standards for Reading can:

- *Review the charts relating program features to standards* (provided in the reviews of each reform),
- *Assess how well their classroom currently meets standards* (using the survey instrument provided in Appendix B),
- *Identify gaps between their practices and the state standards* (using the method described in Part IV), and
- *Consider the ways different reform models might help them to meet the standards* (by comparing the gaps in their classroom practice to the features of various reform models).

Planning for Improvements in Early Reading

Finally, the guide encourages teams of teachers to collaborate on a review and planning process (see Part IV) that involves:

- *Assessing Current Practices Including Comparing to Indiana Standards*
- *Identifying Gaps in Practice*
- *Setting a New Direction*
- *Designing an Intervention*
- *Assessing Impact*

The Resource Guide also includes additional resources that schools can use as an integral part of the planning process. This includes:

- *The Glossary,* which provides a description of program features included in two or more models (Appendix A).
- *The Early Reading and Literacy Classroom Survey,* which can be used as part of an assessment of current practices (Appendix B).
- *Charts* showing the relationship between program features and Indiana Academic Standards for Reading/Language Arts, a resource for planning (Appendix C).

Thus, the Guide provides a resource that schools can use to plan for improvement of their early reading programs. Among the challenges schools face is to integrate an appropriate emphasis on phonics. The Phonics Toolkit (See Box I.A) provides a resource that teachers can use to supplement their school improvement. For example, schools that

develop their own locally developed model may want to consider methods that encourage teachers in grades 1-3 to collaborate on integrating an emphasis on phonics, possibly along with other reform models.

It is abundantly evident that the Early Intervention Grant Program (EIGP) has helped Indiana's schools improve reading outcomes. The Indiana Education Policy Center's most recent study (St. John, Manset, & Chung, forthcoming) confirmed that the sustained emphasis on professional development—and especially teacher collaboration—was associated with improvement in student outcomes. Thus, school leaders should consider the role of on-going professional development and teacher collaboration as they review model designs.

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Part II: Early Reading Interventions

Early reading interventions are programs adopted by schools to address the need for strong readers and to ensure students' success as they progress through school. Some programs are targeted to a specific grade(s) (e.g. first grade, or kindergarten through second grades); others extend across all grade levels of the school. In this Guide, two types of early reading interventions are studied: Targeted Interventions and Classroom-based Interventions.

Targeted Interventions, such as Reading Recovery, work only with those students struggling with early literacy acquisition, to provide the support and skills needed to benefit (and progress) from the regular classroom instruction. Traditionally known as "pullout programs," in that students are removed from the general classroom activity for specialized instruction, some of these models now work within the classroom. So while student are pulled aside, they do not always leave the classroom. The targeted interventions included in this Guide are Early Intervention in Reading, Early Steps, and Reading Recovery.

- Early Intervention in Reading (EIR) is a grades K-4 classroom-based design where teachers "coach" students in small group reading activities that focus on word and story comprehension (including an emphasis on phonics). The EIR intervention addresses most *Word Recognition, Fluency and Vocabulary Development* standards, partially addresses the *Literary Response and Analysis* standards, and has a mixed impact on the *Reading Comprehension* standards—addressing some standards fully, while not addressing others.
- Early Steps is a grade 1, one-on-one tutorial intervention that focuses on building phonological awareness and reading fluency. Early Steps fully addresses the *Word Recognition, Fluency and Vocabulary Development* standards, and partially addresses the *Reading Comprehension and Literary Response and Analysis* standards.
- Reading Recovery is a grade 1, one-on-one intervention that blends phonological and context-oriented approaches towards vocabulary development and basic reading comprehension. Reading Recovery fully

addresses the *Word Recognition, Fluency and Vocabulary Development* standards, and partially addresses the *Reading Comprehension* and *Literary Response* and *Analysis* standards.

Classroom-Based Interventions are geared towards improving the instruction and student performance of all students in the classroom. These are most often implemented school-wide, that is classes of the same grade level implement the program. These programs tend to advocate specific types of instructional activities, and sometimes recommend parts of the curriculum—such as a specified reading list. The classroom-based interventions included in this Guide are First Steps, the Four Blocks Method, Literacy Collaborative, and the Waterford Early Reading Program.

- First Steps is a grades K-8 language development intervention that focuses on continual assessment of student performance based on comprehensive sets of developmental continua (i.e., reading, oral language, spelling, and writing) used to guide teachers' classroom instruction. The First Steps design fully addresses the *Word Recognition, Fluency and Vocabulary Development, Reading Comprehension,* and *Literary Response and Analysis* standards.
- Four Blocks is primarily a grade 1 (sometimes expanded to other early grades), multi-method intervention that blends vocabulary development, reading, and writing instruction. The Four Blocks intervention fully addresses the *Word Recognition, Fluency and Vocabulary Development*, and the *Reading Comprehension* standards. The intervention partially addresses the *Literary Response and Analysis* standards.
- Literacy Collaborative is a school-wide restructuring process for language arts development and reading comprehension. The intervention encourages collaboration and reflection among groups of teachers, focusing on student performance and outcomes. The Literacy Collaborative fully addresses the *Reading Comprehension* standards, most of the *Word Recognition, Fluency and Vocabulary Development* standards, and partially addresses the *Literary Response and Analysis* standards.
- The Waterford Early Reading Program (WERP) is a technology-based intervention that provides daily, individualized reading instruction that is used

as a supplement to the school's language arts curriculum, and delivers integrated instruction that builds phonological awareness, reading comprehension, and composition skills. The WERP intervention fully addresses the *Word Recognition, Fluency, and Vocabulary Development* and the *Literary Response and Analysis* standards, and partially addresses the *Reading Comprehension* standards.

A. Targeted Interventions

What are targeted interventions?

Most targeted interventions remove children from their regular classrooms for some kind of special instruction, often in a one-on-one setting. Some interventions do not physically remove students from the classroom, but pull them aside in individual or small groups for specialized instruction within the classroom setting.

What kinds of pullout interventions are available?

Reading Recovery is the most well known targeted intervention in the United States at present. Early Intervention in Reading is a K-4th grade intervention that is a classroom-based pullout program, where the teacher works with a small group of students for intensive reading instruction within the classroom. Early Steps is primarily a first grade intervention that uses trained tutors to deliver one-on-one reading instruction.

What proportion of students is served in targeted interventions?

While this number can vary, it is usually between ten and twenty percent of the children in grade 1 (or grades 1-3). Careful targeting and diagnosis are critical to ensure that the intervention reaches children who can most benefit from it. Given the low percentages of students reached, it is unreasonable to expect whole classes (not to mention schools) to show significant improvement in test scores. Rather, to evaluate whether a program is successful, schools need to consider improvement among the lowest achieving 20% across several indicators, including test scores, referrals to special education, retentions in grade, and attitudes toward reading and school.

What kind of school might want to consider a targeted intervention?

Targeted Interventions are designed to help the few students who are struggling in regular classrooms. Schools enjoying success overall with regard to reading and literacy but that have a small number of struggling students should strongly consider a targeted intervention. On the other hand, schools with large numbers of students at risk of not learning to read will probably not be able to reach the number of students they need to

with this type of intervention. For these schools, a classroom-based intervention or comprehensive school reform program may be more appropriate.

1. Early Intervention in Reading

By Stacy Jacob and Siri Ann Loescher

Program Description

Early Intervention in Reading (EIR) is a kindergarten through 4th grade model designed to help children who are struggling to learn to read. Children are placed in *Small Groups* (5-7) within the classroom and are given systematic reading instruction for 20-30 minutes each day. The program emphasizes coaching children rather than transmission/reception. Teachers are encouraged to help the children by setting high expectations. The program emphasizes continually asking higher level questions.

EIR is not a school restructuring program but rather a reading intervention that a school could employ within its locally developed comprehensive restructuring program. It could easily be used with other types of instruction or reform models. The reform features included in the EIR model (Figure II.A.1) are summarized below.

School-Wide Features

Because EIR is by design a reading intervention program and not a school restructuring reform, school-wide features do not appear. However, the model uses a sophisticated, sequenced set of structures with individual flexibility that is paramount to *Systematic Learning* for reading instruction. Kindergarten is more prescriptive than grades 1-4. A *Formative Program Evaluation* can be undertaken by individuals from the reform provider at the request of the individual school.

Implemented Theoretical/Philosophical Features

EIR is a program that is built around creating *Phonological Awareness.* At the heart of the model is the belief that good instruction can instill confidence (through a system of learning) that will allow students to eventually take over the process of learning. Thus, a *Self-Extending System* is created.

The EIR model has some *Prescribed Teacher Practices* in terms of types and sequence of methods. There is ample room for application of individual creativity in teaching. First year teachers are urged to closely follow the process and use EIR materials. As their familiarity with the focus and sophistication of the program grows, teachers are encouraged to adapt the program according to their individual strengths.

Professional Development Features

Professional development is important to the EIR model. This development is mainly through various forms of interactive technology (e.g., conference calls, video sharing, the internet). Teachers can be trained in the EIR model through these interactive methods or, upon the request of the school, a *Certified Specialist* will come to train the teachers. Each EIR site requires two *On-Site Facilitators*. One facilitator is a technology specialist, while the other coordinates the model. EIR offers *Networking* and on-going support through these technologies. In addition, *Teacher Inquiry/Portfolios* are shared and discussed by many EIR teachers through technology.

Parent/Community Involvement Features

Informing parents is an important part of the EIR model. Therefore both *Parent Awareness* and *Parent Communication* take place. Parents of an EIR student enter into a *Learning Contracts/Parent* in which they agree to be read to daily by their child. Therefore *Paired Reading* takes place every single day.

Book Distribution is a part of the EIR program. Students are lent various books from school and sometimes given little books. *Parent Volunteers* may be a part of the EIR program.

Organizational/Structural Features

Because EIR is a fairly systematic recovery method, Organizational/Structural Features are quite apparent. EIR is a classroom-based *Pullout Program* that teaches struggling readers in *Small Groups* within the classroom. *Diagnostic Procedures* and *Frequent Assessments* are used to determine which children need individualized instruction and when these children are discontinued from the program.

EIR emphasizes the importance of *Interactive Learning,* and this can be seen through many of its strategies. For example, *Drama* is used quite often, especially in kindergarten. Children in the EIR program read from a variety of sources. This includes both *Basal Readers* and *Trade Books* within a *Reading Canon.* Schools may use their own books; however, they are encouraged to use EIR materials during their first year of implementation as they learn how EIR levels material for children. In addition, *One-on-One Tutoring* is used to increase students' success.

Classroom Instruction Features

As mentioned before, because EIR is a systematic approach, classroom instructional features are especially evident. Within this instruction *Multisensory Activities* such as *Drama* are important, particularly in kindergarten. Students in the EIR program enter into a *Learning Contracts/Student,* which requires them to read to their parents daily.

Echo or Choral Reading is a feature that is used in the EIR program. In addition to reading, children also write *Essays* and engage in different guided-writing activities. Children not only read in the program but they also discuss what they read. Therefore, *Interpreting/Discussion/Reading* is an important aspect of the program.

Children in the EIR program read, and they read a great deal. This reading can take the form of *Pacing Oral Reading, Paired Reading, Silent Individual Reading, Storytelling,* and *Reading Drills.* Students may work on reading alone or as a part of a *Collaborative Team. Big Books* may be used. When children read along with adults, teachers and volunteers are encouraged to let the child be the leading voice during the reading activity.

Children not only read, but are encouraged to think critically about what they read. Therefore, *Meaning Context/Predicting* is a part of EIR methods. In addition to reading, children in the EIR program also write to ensure literacy acquisition. This writing may be in the form of *Journals* or *Creative Writing.*

Targeted Literacy Outcomes

EIR is a recovery program for students that are struggling to read. The model is aimed at creating *Emergent Literacy* (reading readiness) in kindergarten, *Decoding A,* and *Comprehension.* The coaching approach to reading for understanding focuses on *Decoding B (Meaning Oriented)* outcomes. Through this outcome children learn to read. These skills create a base for promoting more advanced skills, such as *Composition* and *Critical Literacy.*

Addressing Indiana Academic Standards for Reading

The EIR program targets struggling readers with an approach designed to build both *Decoding A* and *Decoding B* skills, along with *Comprehension.* Thus those

standards fully addressed by this program are related to these outcomes. While some categories of standard skills are not fully met, the structure of the program and its Socratic instructional approach allows for organizational and classroom instructional features that could be used to incorporate instruction to address these standards. The program features associated with the Indiana Reading Standards are shown in Charts II.A.1.1 – II.A.1.3.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The EIR program takes a comprehensive approach to language/word acquisition focusing in the earliest grades on phonics-based approaches, and later building on the use of context (using word meanings). In grades K-3 this standard is fully met. At the fourth grade level the first sub-skill, Word Recognition, is fully met. The program does not explicitly focus on all of the more subtle shadings and meanings of words that are expected at this level in Vocabulary and Concept Development; thus this category may only be partially addressed.

Standard 2: Reading Comprehension

The EIR program partially addresses these standards at both the K-3 and 4th grade levels. The coaching model allows for teacher questioning of students, during reading, to foster deeper comprehension, and at the K-3 level the key comprehension category—Comprehension and Analysis of Grade-Appropriate Text—is fully addressed. However at the 4th grade level where the skills become more complex, it is less clear that the program fully addresses all aspects of this standard category. The standard category—Structural Features of Informational and Technical Materials—is at least partially addressed at both the K-3 and 4th grade levels. However not all sub-skills are explicitly covered.

Standard 3: Literary Response and Analysis

The EIR program is geared towards bringing struggling readers up to the level of the rest of the class, as proficient readers. Thus its focus is primarily on decoding skills and comprehension rather than the rather complex critical literacy skills included in these standard areas. Rather, through the program, students build the foundation to benefit from the primary instruction in the classroom, which may include focus on these areas. At the K-3 level these standards are not addressed. At the 4th grade level these standards a partially addressed.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention.

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention.

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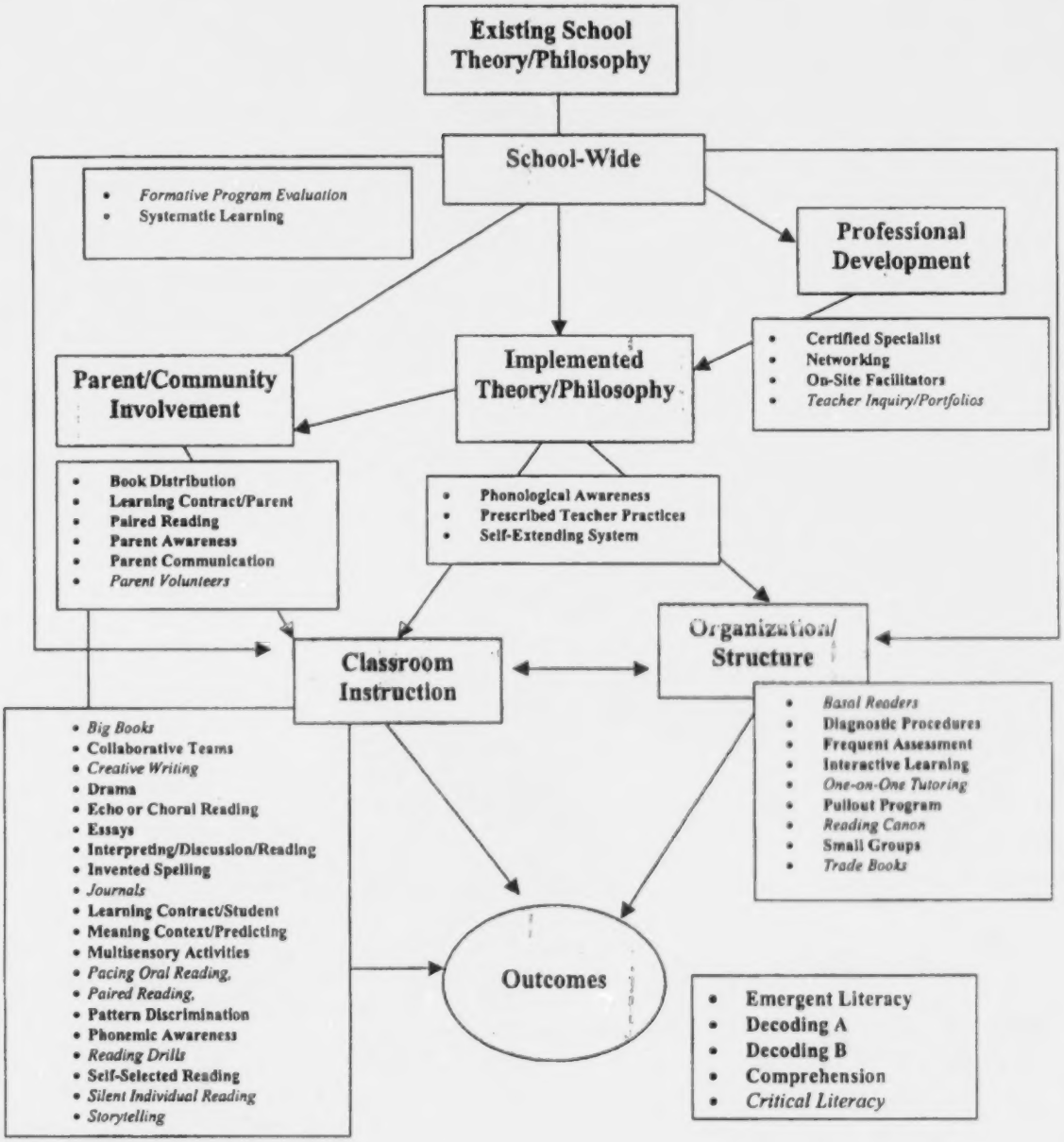
Figure II.A.1
Early Intervention in Reading
Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention.

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Chart II.A.1.1 Early Intervention in Reading

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	N/A
Implemented Theory/ Philosophy	Phonological Awareness [Prescribed Teacher Practice]	Phonological Awareness [Prescribed Teacher Practice]	Phonological Awareness [Prescribed Teacher Practice]	[Prescribed Teacher Practices]	[Prescribed Teacher Practice]	[Prescribed Teacher Practice]	N/A
Professional Development	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	[Certified Specialist] [Networking] [On-Site Specialist] [*Teacher Inquiry Portfolio*]	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	[Certified Specialist] [Networking] [On-Site Specialist] [*Teacher Inquiry Portfolio*]	N/A
Parent Involvement	Book Distribution Learning Contract/ Parent [*Parent Volunteers*] Paired Reading	Book Distribution Learning Contract/ Parent [*Parent Volunteers*] Paired Reading	Book Distribution Learning Contract/ Parent [*Parent Volunteers*] Paired Reading	Book Distribution Learning Contract/ Parent [*Parent Volunteers*] Paired Reading	Book Distribution Learning Contract/ Parent [*Parent Volunteers*] Paired Reading	Book Distribution Learning Contract/ Parent [*Parent Volunteers*]	N/A
Organization/ Structure	Diagnostic Procedures Frequent Assessment Pullout Program *One-on-One Tutoring*	Diagnostic Procedures Frequent Assessment Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring*	Diagnostic Procedures Frequent Assessment Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring*	Diagnostic Procedures Frequent Assessment Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Cannon* *Trade Books*	Diagnostic Procedures Frequent Assessment Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring*	Diagnostic Procedures Frequent Assessment Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Cannon* *Trade Books*	N/A
Instructional Classroom	Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Phonemic Awareness *Big Books* *Pacing Oral Reading* *Paired Reading* *Reading Drills* *Storytelling*	Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Phonemic Awareness *Big Books* *Pacing Oral Reading* *Paired Reading* *Reading Drills* *Storytelling*	Collaborative Teams Echo or Choral Reading Emergent Spelling Interpreting/ Discussion Multisensory Activities Pattern Discrimination Phonemic Awareness *Big Books* *Pacing Oral Reading* *Paired Reading* *Reading Drills* *Storytelling*	Collaborative Teams Interpreting/ Discussion Multisensory Activities Self-Selected Reading *Paired Reading*	Collaborative Teams Echo or Choral Reading Emergent Spelling Interpreting/ Discussion Multisensory Activities Pattern Discrimination Phonemic Awareness *Big Books* *Creative Writing* *Journals* *Pacing Oral Reading* *Paired Reading* *Reading Drills* *Storytelling*	Collaborative Teams Interpreting/ Discussion *Creative Writing* *Journals* *Reading Drills*	N/A

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Chart II.A.1.2 Early Intervention in Reading

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	N/A	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	N/A	N/A	N/A
Implemented Theory/ Philosophy	[Prescribed Teacher Practices] Self-Extending System	[Prescribed Teacher Practices] Self-Extending System	N/A	[Prescribed Teacher Practices] Self-Extending System	[Prescribed Teacher Practices]	N/A	N/A	N/A
Professional Development	[Certified Specialist] [Networking] [On-Site Specialist] [*Teacher Inquiry Portfolio*]	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	N/A	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	[Certified Specialist] [Networking] [On-Site Specialist] [*Teacher Inquiry Portfolio*]	N/A	N/A	N/A
Parent Involvement	Book Distribution Learning Contract/ Parent [*Parent Volunteers*]	Book Distribution Learning Contract/ Parent [*Parent Volunteers*]	N/A	Book Distribution Learning Contract/Parent [*Parent Volunteers*]	Book Distribution Learning Contract/Parent [*Parent Volunteers*]	N/A	N/A	N/A
	Paired Reading	Paired Reading	N/A	Paired Reading	Paired Reading			
Organization/ Structure	Small Groups *One-on-One Tutoring* *Trade Books*	Pullout Program Small Groups *One-on-One Tutoring* *Trade Books*	N/A	Diagnostic Procedures Frequent Assessment Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Canon* *Trade Books*	Diagnostic Procedures Frequent Assessment Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Canon* *Trade Books*	N/A	N/A	N/A
Classroom Instruction	Collaborative Teams Interpreting/ Discussion *Big Books* *Journals* *Paired Reading*	Collaborative Teams Essays Interpreting/ Discussion Self-Selected Reading *Creative Writing* *Journals* *Paired Reading*	N/A	Collaborative Teams Drama Echo or Choral Reading Essays Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Performance Assessment Self-Selected Reading *Big Books* *Creative Writing* *Journals* *Paired Reading* *Pacing Oral Reading* *Silent Individual Reading* *Storytelling*	Collaborative Teams *Creative Writing* Drama Essays Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Self-Selected Reading *Creative Writing* *Journals* *Paired Reading* *Silent Individual Reading*	N/A	N/A	N/A

Chart II.A.1.3 Early Intervention in Reading

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level-Appropriate Narratives (Stories) 4*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	[*Formative Program Evaluation*] [Systematic Learning]	N/A	[*Formative Program Evaluation*] [Systematic Learning]	[*Formative Program Evaluation*] [Systematic Learning]	N/A	N/A	N/A
Implemented Theory/ Philosophy	[Prescribed Teacher Practices]	N/A	[Prescribed Teacher Practices]	[Prescribed Teacher Practices]	N/A	N/A	N/A
Professional Development	[Certified Specialist] [Networking] [On-Site Specialist] [*Teacher Inquiry Portfolio*]	N/A	Certified Specialist [Networking] On-Site Specialist [*Teacher Inquiry Portfolio*]	[Certified Specialist] [Networking] [On-Site Specialist] [*Teacher Inquiry Portfolio*]	N/A	N/A	N/A
Parent Involvement	Book Distribution Learning Contract/ Parent *[Parent Volunteers]* Paired Reading	N/A	Book Distribution Learning Contract/ Parent *[Parent Volunteers]* Paired Reading	Book Distribution Learning Contract/ Parent *[Parent Volunteers]* Paired Reading	N/A	N/A	N/A
Organization/ Structure	Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Canon* *Trade Books*	N/A	Diagnostic Procedures Frequent Assessment Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Canon* *Trade Books*	Diagnostic Procedures Frequent Assessment Interactive Learning Pullout Program Small Groups *Basal Readers* *One-on-One Tutoring* *Reading Canon* *Trade Books*	N/A	N/A	N/A
Classroom Instruction	Collaborative Teams Drama Essays Interpreting/ Discussion Self-Selected Reading *Creative Writing* *Journals* *Paired Reading* *Silent Individual Reading*	N/A	Collaborative Teams Drama Essays Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Self-Selected Reading *Big Books* *Creative Writing* *Journals* *Paired Reading* *Silent Individual Reading* *Storytelling*	Collaborative Teams Drama Essays Interpreting/ Discussion Meaning Context/ Predicting Self-Selected Reading *Creative Writing* *Journals* *Paired Reading* *Silent Individual Reading*	N/A	N/A	N/A

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53A

2. Early Steps

By Kim Manoil and Siri Ann Loescher

Program Description

Early Steps is a systematic one-on-one tutorial reading program designed for at-risk students in grade 1. Originally developed by Darrell Morris (Morris, Shaw, & Perney, 1990), this reading intervention program has a strong phonological-based component and is similar to Reading Recovery in its emphasis upon reading and re-reading small books and use of strategic writing practices. Daily 30-minute Early Steps sessions contain four basic components: re-reading familiar books, sentence writing, word study, and reading new books. Though tutoring methods may vary, daily logs must be kept in order to monitor student progress. Program components and features are discussed below and depicted in Figure II.A.2.

School-Wide Features

Various assessment instruments are used to provide both summative and *Formative Program Evaluation*. Literacy outcomes for Early Steps can be easily determined for each school in which it is implemented through data obtained from screening instruments. Gains in reading are assessed by examining individual students' results from the "Early Reading Screening Instrument," which is initially used to identify those children at-risk for learning to read and the "Early Steps End-of-Year Assessment," which is administered at the end of each school year. The instruments, which test the concepts of the alphabet, word recognition, word concepts, spelling, and passage reading, are scored by the examiner and can be analyzed for literacy gains for the individual student or for the entire instructional group. This information is used to guide the school's reading instruction.

Implemented Theory/Philosophy

The Early Steps program is based on the implemented theory/philosophies of *Phonological Awareness*, *Child-Centered/Developmental*, and *Self-Extending System*. The early reading focus emphasizes phonological decoding skills as a prerequisite for building reading comprehension skills and incorporates related features. In addition, the Early Steps program emphasizes the notion that children are at different stages within a

developmental continuum and that the individual child's position on this continuum should be identified and built upon for reading instruction. The program is geared to assist students early on who are not reading at grade level and to make them feel more capable and confident in reading in the classroom through use of the skills they learn through the tutoring sessions.

The Early Steps program is a *Self-Extending System* that creates a strong foundation of basic skills in each child on which to build in later tutoring sessions and classroom experiences. Students build fluency in reading by re-reading texts. They also strengthen their decoding skills and build phonemic awareness through word study and sentence writing.

Professional Development Features

The Early Steps program incorporates professional development as a part of the model. The professional development is primarily made available to the trained tutors. A *Certified Specialist* provides *Certified Intervention Training* as well as *In-Service Workshops* at the beginning of the program's implementation and provides additional in-service workshops and on-going support—including *Networking*—throughout program development and implementation.

Parent Involvement Features

Parent involvement is not a core component of the Early Steps Program; however, the program does provide *Parent Awareness* through information sheets that can be distributed to a child's family. These sheets describe program aspects and offer suggestions as to how to promote literacy in the home environment. Information sheets are generally distributed if program resources allow the child to take books home to share with parents.

Organizational/Structural Features

Similar to Reading Recovery, Early Steps is a *Pullout, One-on-One Tutoring* program for accelerating the reading performance of at-risk students in grade 1. Although the program's focus is primarily on grade 1, there are guidelines to support its extension through grade 2. Like Clay's methods in Reading Recovery (Clay, 1993), the program uses *Diagnostic Procedures*. Children are identified for Early Steps through observation and an informal individual assessment administered in the first month of grade 1.

Children in the lowest 20 percent in their grade 1 classrooms are placed in the program and receive 30 minutes of one-on-one instruction per day from a trained tutor. The students "graduate" from this program when they are reading at least on the average level for their class (Santa, 1999). Progress during the tutoring sessions is sometimes recorded through *On-going Written Observations.*

Each one-on-one tutoring session in the Early Steps program follows a systematic organizational structure that provides *Systematic Learning.* A series of leveled books from a *Reading Canon* guide the re-reading and introduction of new books. *Trade Books* are often used as part of the tutorials.

Classroom Instruction Features

Each Early Steps tutoring session contains four parts: re-reading familiar books, word study, sentence writing, and reading a new book (Santa, 1999). Within these components, *Echo/Choral Reading, Emergent Spelling, Meaning/Context Predicting, Pacing Oral Reading,* and *Reading Drills* are implemented. Each lesson begins with three books the child has already read. The third book read is one that has been introduced the previous day.

In the second part of the lesson, word study, the tutor and child begin *Reading Drills, Phonemic Awareness* and *Pattern Discrimination.* These activities include instruction on sound and visual discrimination of letters and words. The program places emphasis on pattern instruction versus single-letter word sorting in order to teach children how to use consistent patterns for reading and spelling words. Students build up to studying word families and progress to short and long vowel patterns. Spelling activities and games reinforce the skills the child has learned.

During the third component of the lesson, sentence writing, the child is encouraged to write a sentence using *Emergent Spelling*, writing down the sounds that he or she hears. Tutors at the school visited modeled correct spelling after the child had completed and read the sentence. The final part of a tutoring session, reading a new book, is key, for it introduces a child to a novel piece of literature that will be re-read in the upcoming tutoring sessions and, at times, within the regular classroom setting as well.

Targeted Literacy Outcomes

The four components of Early Steps tap both early and intermediary literacy outcomes. In contrast to Reading Recovery, Early Steps includes an explicit, systematic phonological component. Early understanding of the alphabet is developed, *Emergent Literacy* is targeted as the child progresses, and phonological decoding skills (context-free decoding, or *Decoding A*) are targeted in the "word study" and "sentence writing" components of the program. The re-reading and introduction of new books targets a child's meaning-oriented decoding (*Decoding B*) as well as *Comprehension*. The program uses a variety of strategies including re-reading books to improve early reading skills and also build the child's confidence and motivation in the realm of literacy.

Addressing Indiana Academic Standards for Reading

Early Steps, as an intervention for struggling readers in grade 1, primarily targets skills—and thus standards—that are most essential to "catch-up" to the rest of the class and that build the foundational skills for more advanced reading outcomes. Some of Indiana's Reading Standards related to the understanding and use of texts' organizational structures to assist in comprehension and the more critical reading approach to Literary Analysis are not explicitly addressed in the program. However, because of the one-on-one tutorial structure of the program, these standard skills could easily be incorporated into the instructional program. The program features related to the Indiana Reading Standards are depicted in Charts II.A.2.1 – II.A.2.3.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The Early Steps program gives primary attention to basic reading comprehension and fluency and to building phonological awareness and an understanding of words and word families in both written and oral form. Thus, this standard area is fully addressed.

Standard 2: Reading Comprehension

The Early Steps approach to reading allows for a great deal of reading daily, including covering several stories (re-reading and introducing new stories). The instruction includes some didactic questioning to encourage students to develop comprehension skills, and its approach and use of leveled readers suggest that the reading comprehension category of sub-skills is fully addressed. It is less clear the extent to

which the 'structural features of informational text' are covered, as it is not explicit to the model, nor is it an instructional focus of the model.

Standard 3: Literary Response and Analysis

These standard skills are not explicitly targeted by the Early Steps intervention. However, the instructional approaches during the first and final component of the tutorial sessions (re-reading, and reading a new book) include not only frequent reading, but some questioning and interaction with the plot of the story between the tutor and the student. These activities suggest that this standard area is at least partially addressed by the Early Steps program.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention.

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention.

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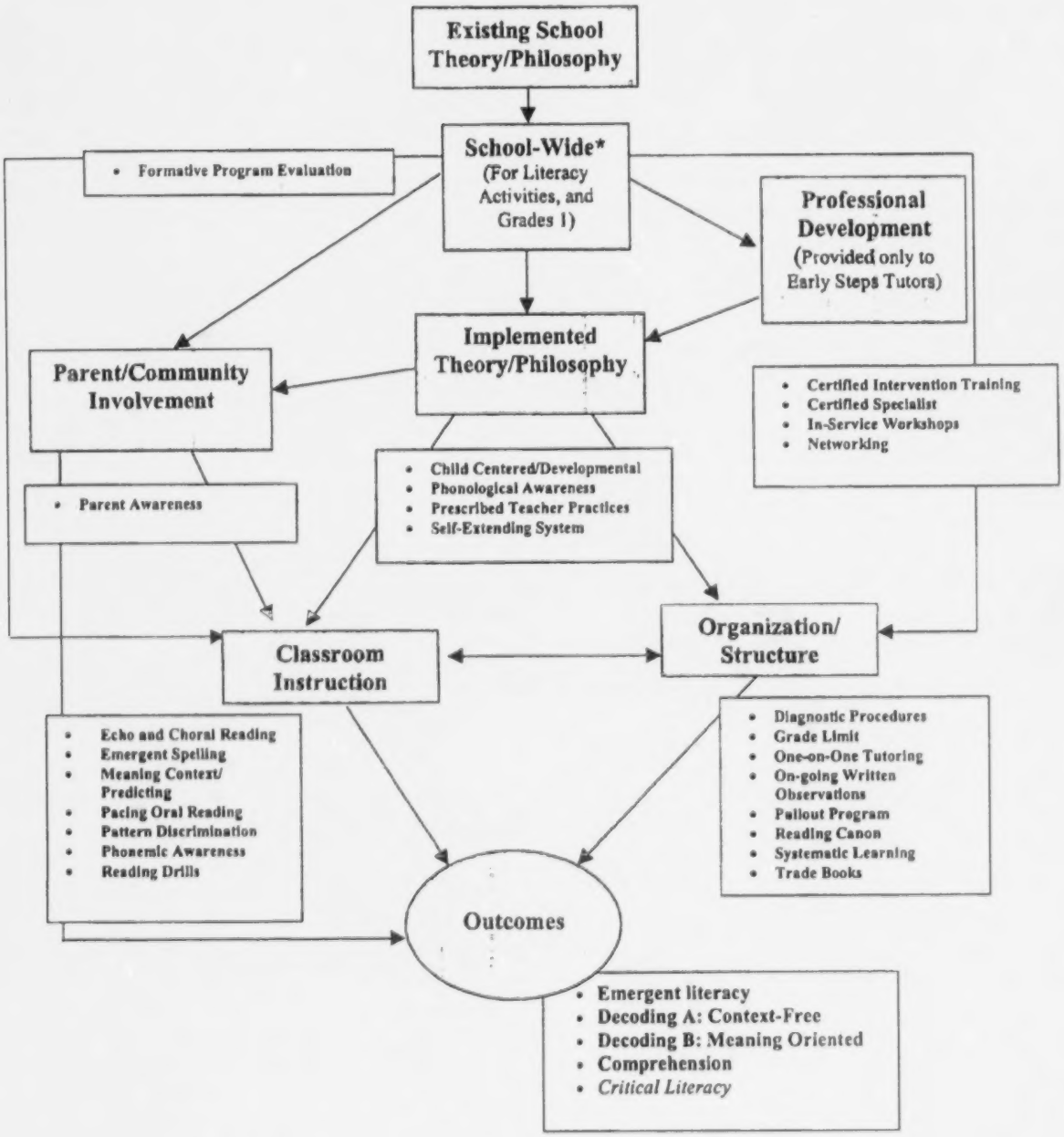
Figure II.A.2
Early Steps
Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention.

Early Steps
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Chart II.A.2.1. Early Steps

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	N/A	[Formative Program Evaluation]	N/A	N/A
Implemented Theory/ Philosophy	Phonological Awareness [Prescribed Teacher Practices]	Phonological Awareness [Prescribed Teacher Practices]	Phonological Awareness [Prescribed Teacher Practices]	N/A	[Prescribed Teacher Practices]	N/A	N/A
Professional Development	Certified Intervention Training Certified Specialist [In-Service Workshops] [Networking]	Certified Intervention Training Certified Specialist [In-Service Workshops] [Networking]	Certified Intervention Training Certified Specialist [In-Service Workshops] [Networking]	N/A	[Certified Intervention Training] [Certified Specialist] [In-Service Workshops] [Networking]	N/A	N/A
Parent Involvement				N/A		N/A	N/A
Organization/ Structure	Diagnostic Procedures Frequent Assessment One-on-One Tutoring Pullout Program *On-going Written Assessment*	Diagnostic Procedures One-on-One Tutoring Pullout Program Systematic Learning *On-going Written Assessment*	Diagnostic Procedures One-on-One Tutoring Pullout Program Systematic Learning *On-going Written Assessment*	N/A	Diagnostic Procedures One-on-One Tutoring Pullout Program Systematic Learning	N/A	N/A
Instructional Classroom	Echo or Choral Reading Pacing Oral Reading Phonemic Awareness Reading Drills	Echo or Choral Reading Pacing Oral Reading Phonemic Awareness Reading Drills	Echo or Choral Reading Emergent Spelling Pacing Oral Reading Pattern Discrimination Phonemic Awareness Reading Drills	N/A	Echo or Choral Reading Emergent Spelling Pacing Oral Reading Pattern Discrimination Phonemic Awareness Reading Drills	N/A	N/A

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Chart II.A.2.2. Early Steps

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide		N/A	N/A	[Formative Program Evaluation]	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	[Prescribed Teacher Practices] Self-Extending System	N/A	N/A	Child Centered/ Developmental [Prescribed Teacher Practices] Self-Extending System	N/A	N/A	N/A	N/A
Professional Development	[Certified Intervention Training] [Certified Specialist] [In-Service Workshops] [Networking]	N/A	N/A	Certified Intervention Training Certified Specialist In-Service Workshops [Networking]	N/A	N/A	N/A	N/A
Parent Involvement		N/A	N/A		N/A	N/A	N/A	N/A
Organization/ Structure	One-on-One Tutoring Pullout Program [Systematic Learning] Trade Books	N/A	N/A	Diagnostic Procedures One-on-One Tutoring Pullout Program Reading Canon Systematic Learning Trade Books *On-going Written Observations*	N/A	N/A	N/A	N/A
Classroom Instruction		N/A	N/A	Echo or Choral Reading Meaning Context/ Predicting Pacing Oral Reading	N/A	N/A	N/A	N/A

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Chart II.A.2.3. Early Steps

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide			[Formative Program Evaluation]				
Implemented Theory/ Philosophy			Child-Centered/ Developmental [Prescribed Teacher Practices]				
Professional Development			[Certified Intervention Specialist] [Certified Specialist] [In-Service Workshops] [Networking]				
Parent Involvement	N/A	N/A		N/A	N/A	N/A	N/A
Organization/ Structure	N/A	N/A	Diagnostic Procedures One-on-One Tutoring Pullout Program Reading Canon [Systematic Learning] *On-going Written Observations*	N/A	N/A	N/A	N/A
Classroom Instruction	N/A	N/A	Meaning Context/ Predicting	N/A	N/A	N/A	N/A

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3. Reading Recovery

By Jeffrey Bardzell and Siri Ann Loescher

Program Description

Reading Recovery is a pullout, one-on-one reading intervention for the lowest achieving 20% of students in grade 1. The program is designed to bring those students up to grade level. To do so, the intervention helps children make the difficult transition from decoding to comprehension. The program takes a comprehensive approach to reading acquisition, incorporating carefully structured, sequenced instructional activities, adapted for individual students. Program components and features are discussed below and are depicted in Figure II.A.3.

School-Wide Features

School-wide features are not a part of the Reading Recovery program.

Implemented Theory/Philosophy

Reading Recovery has a student-centered approach to reading acquisition consistent with the following learning theories: *Child-Centered Developmental, Self-Extending System* and *Student Empowerment*. The pullout structure of the Reading Recovery program provides for an individualized program that builds on students' existing knowledge (emergent literacy). The program tailors instruction to students' interests in order to foster an enjoyment of reading. The intervention also incorporates strategies for students to continue to teach themselves reading (e.g., figuring out unknown words, using self-correcting strategies, etc.) after they complete the intervention.

Reading Recovery is rooted in a balanced literacy approach and incorporates methods consistent with both *Whole Language* and *Phonological Awareness* approaches. While the program primarily emphasizes meaning-oriented decoding (*Decoding B)* which is built through both reading and writing activities, it also incorporates some phonemic awareness (*Decoding A*) activities.

Professional Development Features

Because this is a targeted intervention rather than a classroom-based or school-wide program, the professional development features pertain only to those teachers

trained as Reading Recovery teachers. The professional development component is one of the most highly praised aspects of the intervention. With its sophisticated theoretical base and its widespread implementation, Reading Recovery poses several challenges to schools attempting to implement it consistently. For these reasons, Reading Recovery builds in a multi-level system of professional development. Teachers go through a *Certified Intervention Training,* which is affiliated with a specified university (Purdue University for schools in Indiana). After the initial training, teachers participate in on-going meetings with their trainers, receive *Observation/Review* sessions with their trainers, and *Network* with other Reading Recovery teachers in other schools.

Parent Involvement Features

The reading activities used in the intervention are replicated in the home. Parents are encouraged to come to school and observe Reading Recovery lessons. The schools provide *Parent Reading Instructional Training* in order to help their children learn to read in ways consistent with the program, and engage in *Paired Reading* with their children at home.

Organizational/Structural Features

Reading Recovery's organizational and structural features reflect its audience and purpose. Limited to first grade (*Grade Limit)*, it presumes the student has mastered emergent literacy skills such as knowledge of letters and the alphabet, narrative and non-narrative structures, etc. (*Basic Reading Ability Assumed).*

The program is a *Pullout Program* in which students leave the classroom to meet with trained Reading Recovery teachers for *One-on-One Tutoring*. The teachers use extensive *Diagnostic Procedures* and *Frequent Assessments* including *On-going Written Observations* to understand precisely how each individual child is reading, identifying areas of strategic weakness.

Then the teacher and child work together to develop a broader spectrum of successful reading strategies. This program provides *Systematic Instruction*, in that there is a well-defined course plan which uses reading materials from a *Reading Canon*. Most children complete the course in 12-16 weeks, though there is no set time limit.

Classroom Instruction Features

Each lesson is divided into seven parts. These activities, lasting approximately five minutes each, are designed to reflect the complexity of the reading experience and provide practice in all aspects.

The activities involve writing activities such as *Journals, Meaning Context/Predicting, Multisensory Activities, Paired Reading, Reading Drills,* and *Self-Selected Reading. Phonemic Awareness* is also taught using magnetic letters to analyze words and create new ones. In addition, the teachers use *Performance Assessment* to gauge student learning and adapt instruction accordingly. In order to strengthen fundamental reading skills, *Pattern Discrimination* and *Writing Mechanics* are sometimes incorporated into the instruction.

Targeted Literacy Outcomes

Reading Recovery targets a very specific audience within a defined period of time. For this reason, Reading Recovery deliberately excludes the reading outcomes that are most affected before and after the grade 1. The result is a program entirely aimed at grade 1 outcomes of decoding and comprehension. Specifically, the intervention helps children develop strategies to cross the gap between context-free decoding (including phonics) and comprehension in the most robust sense of actually understanding full texts.

The program identifies the intermediate reading outcome of *Decoding B* as its primary focus, and it is understood as a network of strategies (phonics, semantic, syntactic) used in concert for "meaning-getting." Included in this approach to teaching reading is the integration of emergent writing activities to strengthen students' understanding about symbol-sound relationships within context, and to build facility in transitioning between oral, written, and printed words and sentences.

By preventing over-reliance on a limited number of strategies, the intervention improves reading *Comprehension* even as it motivates children to read more.

Addressing Indiana Academic Standards for Reading

By design, Reading Recovery has a focused audience, approach, and, thus, set of outcomes. The program presumes emergent literacy, and builds both *Decoding A* and *B* and *Comprehension.* The program targets those students in grade 1 who are furthest

behind, and provides an intensive but short-term intervention to assist those students in fully grasping the conceptual keys to reaching reading fluency and comprehension. Once students gain those requisite skills, they exit the program and their primary reading instruction comes from their regular classroom.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

Reading Recovery's emphasis on closing the gap between context free decoding and comprehension provides instructional methods that fully address all of these standard areas. The design includes the explicit inclusion of activities geared at Concepts in Print, as well as both phonemic approaches and meaning-oriented approaches to decoding and making sense out of unfamiliar words.

Standard 2: Reading Comprehension

It is not clear the extent to which Reading Recovery targets the category of skills related to the use of Structural Features of Informational and Technical Materials as a means to gain context clues to help with the comprehension of unfamiliar text. However, the methods and the instructional approach of learning skills within text suggest that at a minimum these skills are partially addressed. The grade 1 reading comprehension skills category (Comprehension and Analysis of Grade-Level Appropriate Text) is fully addressed.

Standard 3: Literary Response and Analysis

The Literary Response and Analysis standards at this level are partially addressed through some of the reading and discussion activities, as well as the parent paired reading which reinforces the reading for meaning activities of the program. However, some of the activities focusing on understanding literature and the roles of structures particular to the genre of literature may not be explicitly addressed.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

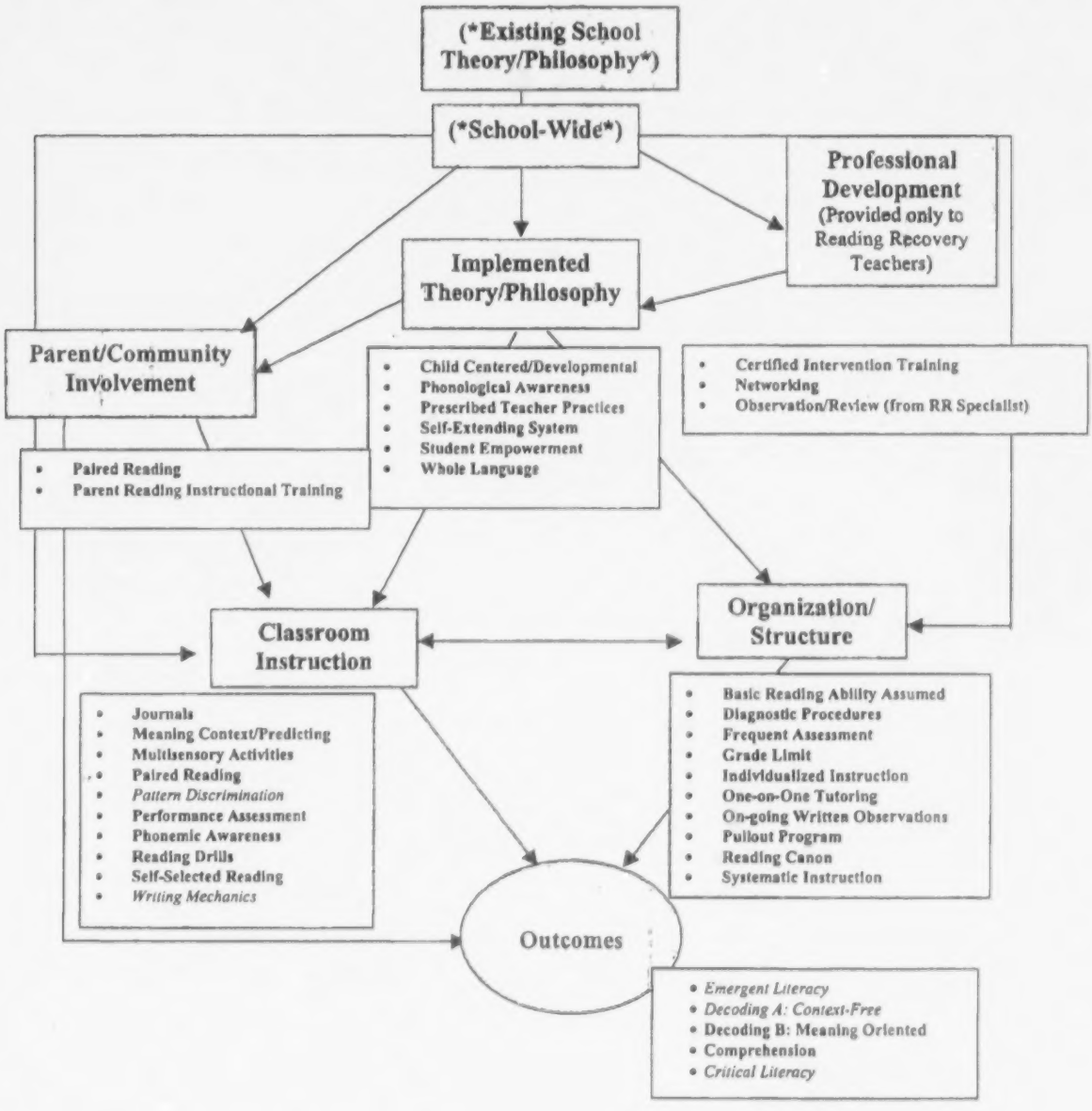
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention.

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention.

Figure II.A.3
Reading Recovery
Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention; components marked with (*component title*) are not a part of the intervention.

Reading Recovery
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Reading Recovery
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Chart II.A.3.1 Reading Recovery

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide				N/A		N/A	N/A
Implemented Theory/ Philosophy	Phonological Awareness	Phonological Awareness	Phonological Awareness	N/A	Whole Language	N/A	N/A
Professional Development	Certified Intervention Training [Networking] Peer Review/ Observation	Certified Intervention Training [Networking] Peer Review/ Observation	[Certified Intervention Training] [Networking] [Peer Review/ Observation]	N/A	Certified Intervention Training [Networking] Peer Review/ Observation	N/A	N/A
Parent Involvement	Parent Reading Instructional Training	Parent Reading Instructional Training	Parent Reading Instructional Training	N/A	Parent Reading Instructional Training	N/A	N/A
	Paired Reading	Paired Reading	Paired Reading		Paired Reading		
Organization/ Structure	Diagnostic Procedures One-on-One Tutoring On-going Written Assessment Pullout Program Systematic Instruction	Diagnostic Procedures Frequent Assessment Individualized Instruction One-on-One Tutoring On-going Written Assessment Pullout Program Systematic Learning	Diagnostic Procedures Frequent Assessment Individualized Instruction One-on-One Tutoring On-going Written Assessment Pullout Program [Systematic Learning]	N/A	Diagnostic Procedures Frequent Assessment Individualized Instruction One-on-One Tutoring On-going Written Observations Pullout Program Systematic Learning	N/A	N/A
Instructional Classroom	Multisensory Activities Paired Reading Phonemic Awareness Reading Drills *Writing Mechanics*	Multisensory Activities Paired Reading Phonemic Awareness Reading Drills *Writing Mechanics*	*Emergent Spelling* Multisensory Activities Paired Reading *Pattern Discrimination* Performance Assessment Phonemic Awareness Reading Drills *Writing Mechanics*	N/A N/A	*Emergent Spelling* Journals Multisensory Activities Paired Reading *Pattern Discrimination* Performance Assessment Phonemic Awareness Reading Drills *Writing Mechanics*	N/A	N/A

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Chart II.A.3.2 Reading Recovery

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide		N/A	N/A		N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	[Prescribed Teacher Practices] Self-Extending System	N/A	N/A	Child Centered/ Developmental [Prescribed Teacher Practices] Self-Extending System Whole Language	N/A	N/A	N/A	N/A
Professional Development	[Certified Intervention Training] [Networking] [Peer Review/ Observation]	N/A	N/A	Certified Intervention Training Networking Peer Review/ Observation	N/A	N/A	N/A	N/A
Parent Involvement	Parent Reading Instructional Training	N/A	N/A	Parent Reading Instructional Training	N/A	N/A	N/A	N/A
	Paired Reading			Paired Reading				
Organization/ Structure	One-on-One Tutoring Pullout Program [Systematic Learning]	N/A	N/A	Basic Reading Ability Assumed Diagnostic Procedures Frequent Assessment Individualized Instruction One-on-One Tutoring On-going Written Observations Pullout Program Reading Canon Systematic Learning	N/A	N/A	N/A	N/A
Classroom Instruction	Journals Paired Reading Performance Assessment *Writing Mechanics*	N/A	N/A	Journals Meaning Context/ Predicting Multisensory Activity Paired Reading Performance Assessment Self-Selected Reading *Writing Mechanics*	N/A	N/A	N/A	N/A

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Chart II.A.3.3 Reading Recovery

INDIANA ACADEMIC STANDARDS FOR READING: *Literary Response and Analysis*

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	N/A	N/A		N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	N/A	N/A	Child-Centered/ Developmental Prescribed Teacher Practices Student Empowerment Thematic Teaching Whole Language	N/A	N/A	N/A	N/A
Professional Development	N/A	N/A	[Certified Intervention Training] [Networking] [Peer Review/ Observation]	N/A	N/A	N/A	N/A
Parent Involvement	N/A	N/A	Parent Reading Instructional Training Paired Reading	N/A	N/A	N/A	N/A
Organization/ Structure	N/A	N/A	Diagnostic Procedures Frequent Assessment Individualized Instruction One-on-One Tutoring On-going Written Observations Pullout Program Reading Canon	N/A	N/A	N/A	N/A
Classroom Instruction	N/A	N/A	Journals Meaning Context/ Predicting Multisensory Activity Paired Reading Performance Assessment Self-Selected Reading *Writing Mechanics*	N/A	N/A	N/A	N/A

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B. Classroom-Based Interventions

What are classroom-based interventions?

Classroom-based interventions are reading and literacy programs designed for use in regular classrooms. As such, they are not usually tailored specifically to the needs of those students in at-risk situations; rather they are usually fairly comprehensive and balanced programs grounded in integrated theories designed to enable all students to succeed. The program features are heavily concentrated at the instructional and organizational levels, with comparatively fewer program features involving parents, professional development, theory, and teacher inquiry.

What kinds of classroom-based interventions are available?

At the traditional level of programming, teachers have an abundant selection of choices. Indeed, most basal series can be considered classroom-based reading programs. However, several comprehensive classroom-based reading and literacy interventions have developed more recently, including the four reviewed here: First Steps, Four Blocks, the Literacy Collaborative, and the Waterford Early Reading Program.

What proportion of students is served in classroom-based interventions?

All children in the class are served by these interventions, though children in other classes might participate in another program. However, children only participate in them as long as these interventions last, which can vary from one year (typically first grade) to all elementary grades.

What kind of school might want to consider a classroom-based intervention?

The classroom-wide interventions are all designed to work for all children. The interventions discussed below all are distinguishable by a highly comprehensive and varied set of features and activities, which should be especially useful resources for schools with highly diverse student populations.

1. First Steps

By Kim Manoil and Siri Ann Loescher

Program Description

First Steps is a classroom-based professional development model focusing on language development. The model serves as a teacher resource for closing the loop between diagnostic observation of child development and classroom instruction. At the center of the model (and the process) are developmental continua for reading, writing, spelling, and oral language. These continua list hundreds of behaviors and attitudes, grouped into several stages of development. The model provides understanding about the developmental nature of reading acquisition and more complex reading skills. The model includes teaching strategies, specific outcomes, and parent involvement ideas for each stage of development.

These continua—and the suggested material associated with them—were designed to enable an iterative process. This includes careful observation of child behavior, assessment of this behavior in comparison to the developmental continua, adoption of methods intended to build on strengths and improve areas of weakness, and back to observation and so forth.

The program is designed to meet the needs of all students regardless of age or range of abilities. In First Steps, the progress of all students is monitored, which enables them to progress based on their individual stages of development. The program features included in First Steps (Figure II.B.1) are summarized below.

School-Wide Processes

First Steps is concerned with "linking assessment, teaching, and learning" both at the classroom and at the school-wide level. A Formative Program Evaluation is used to assess the school's progress in addressing students' language development needs and to identify possible areas for additional professional development.

Implemented Theoretical/Philosophical Features

The First Steps model emphasizes the importance of *a Child-Centered/ Developmental* curriculum in a *Whole Language* environment. Supporting the developmental approach is *Student Empowerment* that allows students' interests and experiences to help dictate the direction of some of the instruction.

Reflective Practice is emphasized in the model through the continual loop of assessing student work on the developmental continua and revising instructional plans based upon that student work.

Professional Development Features

First Steps provides *School-Site Training* at the beginning of a school's implementation of the program. Simultaneously, designated *On-Site Facilitators* go through a *Training of Trainers* to prepare educators to become users, presenters, and support providers for First Steps teachers within their district. Future First Steps trainings are provided by the on-site facilitators.

The increasing reliance on the on-site facilitator to assist the school in moving forward with the reform through years one and beyond makes *Networking* key to the professional development, by providing on-going support both to on-site facilitators and schools. Each component of First Steps (reading, writing, spelling, and oral language) has its own developmental continuum and teaching strategies. This makes it important for classroom teachers to be trained in each of the components through school-based courses.

Parent/Community Involvement Features

Parents learn about the First Steps program through *Parent Awareness*, and are involved in the language development process through *Parent Communication*. This communication involves teachers including parents in the assessment and monitoring process of First Steps by asking them for observations they have made of their child at home. In addition, parents are also provided with pages of ideas that suggest ways they can support their children's development at home; this includes *Paired Reading* and *Parent Reading Instructional Training*.

Organizational/Structural Features

First Steps is a reading program that is based on *Diagnostic Procedures* and *Frequent Assessment*. Because of the explication of literacy acquisition along an extended developmental continuum, the implementation of First Steps as a school-wide program is optimal, to provide continuity in language instruction across grade levels.

Teachers use the individual developmental continua both to guide their evaluation of what their students can do as well as to inform their planning for further development. Although continua are used, they are not intended to be a sequential order of progression. Instead, it is recognized that each student's developmental pathway is unique, and students may exhibit behaviors that are indicative of various phases of development. The continua are used to reflect a developmental view of learning and teaching to guide classroom instruction.

The First Steps program emphasizes the need for a *Literacy Rich Environment* with the use of *Trade Books* and *Small Group* activities.

Classroom Instruction Features

Primary to First Steps is the use of *Performance Assessment* to gauge student development. Accordingly, the instructional features used in First Steps depend on the developmental phase of the student. The strategies across the continua reflect the program's emphasis on meaning. These include *Storytelling, Interpreting/Discussion,* and *Meaning Context/Predicting*. Student empowerment and love of reading are encouraged through *Big Books, Self-Selected Reading,* and *Silent Individual Reading*. First Steps blends reading and writing development through features such as *Creative Writing, Essays,* and *Journals*. Other teaching strategies include *Phonemic Awareness, Writing Mechanics,* and *Emergent Spelling*.

Targeted Literacy Outcomes

First Steps provides a comprehensive set of developmental continua for reading, writing, spelling, and oral language. Specific teaching strategies are emphasized at each of the stages of development along these continua. The program addresses students at all stages of reading development and, consequently, influences all reading outcomes. At the classroom level, specific outcomes that are targeted depend on the child's stage or "phase" of development.

First Steps emphasizes developmental, meaning-oriented reading instruction. Consequently, *Emergent Literacy*, *Decoding B* ("meaning getting"), *Comprehension*, and *Critical Literacy* are the outcomes emphasized by the reading curriculum of the First Steps program. Throughout the stages of development, the program emphasizes strategies that foster students' independence and enjoyment of reading.

Addressing Indiana Academic Standards for Reading

The First Steps program provides a process in which teachers use the knowledge of the developmental stages of literacy (reading and writing) acquisition, and consider students' progress along the developmental continua to plan and implement a comprehensive reading/language arts program. The intervention focuses on refinement of teaching strategies based on continual examination of student performance so that instruction is thoughtfully tailored to ensure that each student progresses along the continua. The continua that are used to guide the language arts program encompass all areas of the Indiana Reading Standards. The program developers issue a caveat to schools that seek to correlate specific parts of the continua to specific standards. Be careful not to target only those parts of the continua based on standards in a way that might lead to isolated lessons—the program is designed to build a comprehensive foundation, at each level, to enable students to progress to more advanced levels of critical literacy. Without the comprehensive approach, some skills may not be adequately developed and students may have difficulty with the acquisition of future skills as a result.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

These standards are fully addressed through the First Steps instructional program.

Standard 2: Reading Comprehension

These standards are fully addressed through the First Steps instructional program.

Standard 3: Literary Response and Analysis

These standards are fully addressed through the First Steps instructional program.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

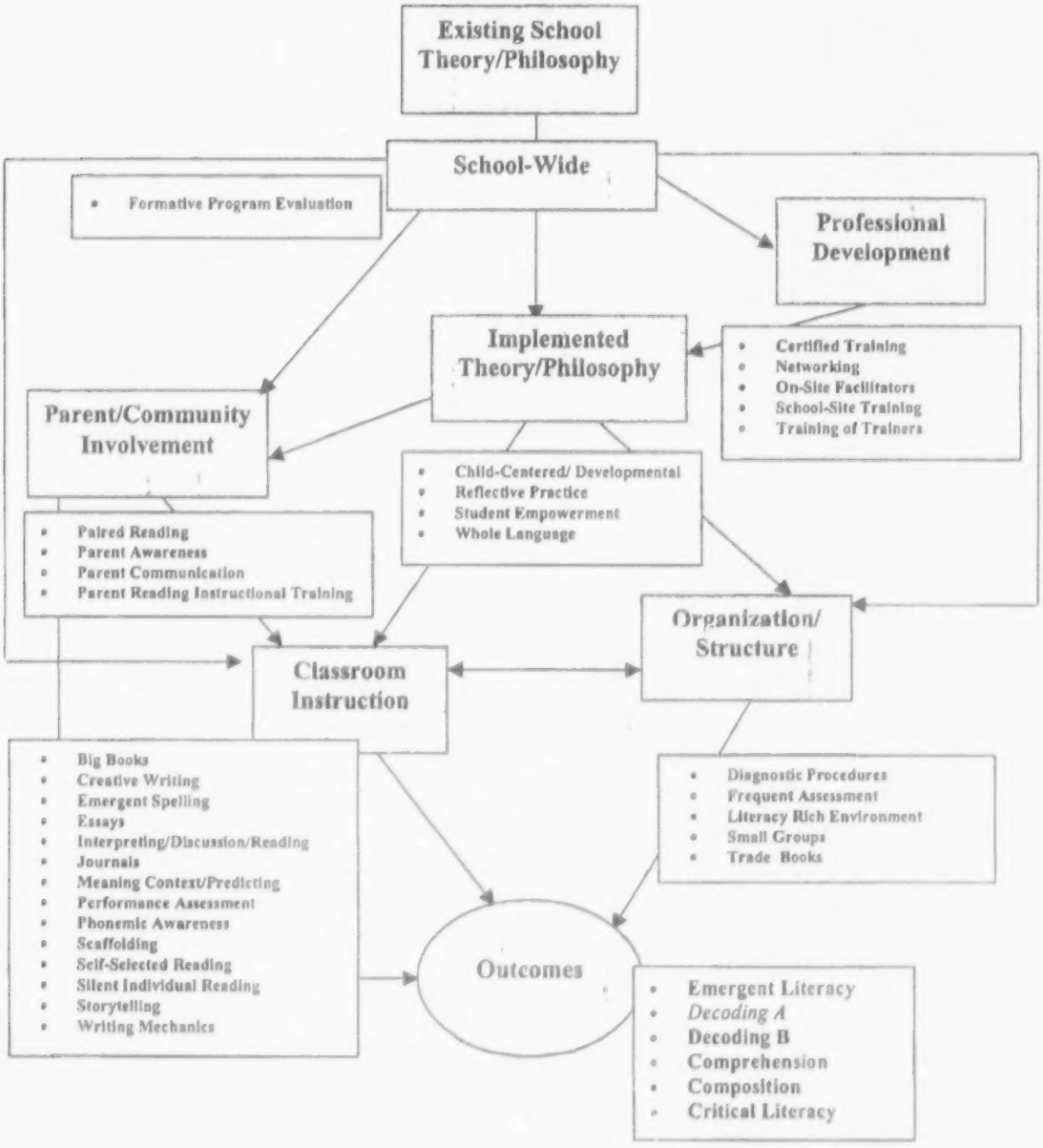
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention

Figure II.B.1
First Steps
Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention.

First Steps
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Chart II.B.1.1 First Steps

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]
Implemented Theory/ Philosophy					Whole Language		
Professional Development	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]
Parent Involvement	Parent Reading Instructional Training	Parent Reading Instructional Training	Parent Reading Instructional Training	Parent Reading Instructional Training	Parent Reading Instructional Training	Parent Reading Instructional Training	
	Paired Reading	Paired Reading	Paired Reading	Paired Reading	Paired Reading	Paired Reading	
Organization/ Structure	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books
Classroom Instruction	Big Books Interpreting/ Discussion Story Telling Writing Mechanics	Big Books Interpreting/ Discussion Story Telling Writing Mechanics	Big Books Emergent Spelling Interpreting/ Discussion Performance Assessment Story Telling Writing Mechanics	Emergent Spelling Interpreting/ Discussion Performance Assessment Self-Selected Reading Writing Mechanics	Big Books Creative Writing Emergent Spelling Interpreting/ Discussion Journals Performance Assessment Scaffolding Story Telling Writing Mechanics	Creative Writing Emergent Spelling Interpreting/ Discussion Journals Performance Assessment Scaffolding Writing Mechanics	Creative Writing Emergent Spelling Essays Interpreting/ Discussion Journals Performance Assessment Scaffolding Story Telling Writing Mechanics

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Chart II.B.1.2 First Steps

INDIANA ACADEMIC STANDARDS FOR READING: READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]
Implemented Theory/ Philosophy				Child Centered/ Developmental Whole Language	Child Centered/ Developmental		Child Centered/ Developmental	
Professional Development	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training	[Networking] On-Site Facilitator School Site Training
Parent Involvement	Parent Reading Instructional Training	Parent Reading Instructional Training		Parent Reading Instructional Training	Parent Reading Instructional Training		Parent Reading Instructional Training	
	Paired Reading	Paired Reading		Paired Reading	Paired Reading		Paired Reading	
Organization/ Structure	Classroom-Based Literacy Rich Environment Trade Books	Classroom-Based Literacy Rich Environment Small Groups Trade Books	Classroom-Based Literacy Rich Environment Small Groups Trade Books	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Classroom-Based Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Classroom-Based Frequent Assessment Small Groups Trade Books
Classroom Instruction	Big Books Interpreting/ Discussion Journals Performance Assessment Scaffolding Writing Mechanics	Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Scaffolding Self-Selected Reading Writing Mechanics	Essays Interpreting/ Discussion Journals Performance Assessment	Big Books Creative Writing Essays Interpreting/ Discussion Journals Meaning Context/ Predicting Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading Storytelling Writing Mechanics	Creative Writing Essays Interpreting/ Discussion Journals Meaning Context/ Predicting Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading Writing Mechanics	Essays Interpreting/ Discussion Journals Performance Assessment	Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading	Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Self-Selected Reading Silent Individual Reading

Chart II.B.1.3 First Steps

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide Implemented Theory/Philosophy	Child-Centered/ Developmental		Child-Centered/ Developmental Student Empowerment Whole Language	Child-Centered/ Developmental Student Empowerment	Child-Centered/ Developmental Student Empowerment	Child-Centered/ Developmental	Child-Centered/ Developmental
Professional Development	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]	[Networking] [On-Site Facilitator]
Parent Involvement	Parent Reading Instructional Training Paired Reading		Parent Reading Instructional Training Paired Reading	Parent Reading Instructional Training Paired Reading		Parent Reading Instructional Training Paired Reading	
Organizational/ Structural	Diagnostic Procedures Literacy Rich Environment Small Groups Trade Books	Diagnostic Procedures Literacy Rich Environment Small Groups	Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Diagnostic Procedures Frequent Assessment Literacy Rich Environment Small Groups Trade Books	Diagnostic Procedures Literacy Rich Environment Small Groups Trade Books	Diagnostic Procedures Literacy Rich Environment Small Groups Trade Books	Diagnostic Procedures Literacy Rich Environment Small Groups Trade Books
Classroom Instruction	Creative Writing Essays Interpreting/ Discussion Performance Assessment Self-Selected Reading Silent Individual Reading Storytelling	Creative Writing Essays Interpreting/ Discussion Performance Assessment Self-Selected Reading Silent Individual Reading	Big Books Creative Writing Essays Interpreting/ Discussion Meaning Context/ Predicting Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading Storytelling	Creative Writing Essays Interpreting/ Discussion Meaning Context/ Predicting Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading Writing Mechanics	Creative Writing Essays Interpreting/ Discussion Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading	Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading	Essays Interpreting/ Discussion Journals Performance Assessment Self-Selected Reading Silent Individual Reading

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2. Four Blocks

By Kim Manoil, Jeffrey Bardzell and Siri Ann Loescher

Program Description

Multi-level, multi-method instruction, commonly referred to as the Four Blocks method, is a framework that provides an organized, systematic structure for providing early literacy instruction. The program is primarily used in grade 1, but has also been applied to other early grade levels.

The Four Blocks framework is designed for children with a wide range of abilities. Its design implements a wide variety of highly adaptable literacy instruction techniques that allow teachers to avoid ability grouping altogether. These techniques fit into an overall framework comprising Four Blocks: Guided Reading, Self-Selected Reading, Writing, and Working with Words. The program features are described below and are depicted in Figure II.B.2.

School-Wide Features

The Four Blocks intervention focuses on first grade classes and sometimes other early grades, but is not implemented school-wide (across all subject areas or all grades).

Implemented Theory and Philosophy

The Four Blocks method has a balanced literacy approach and draws upon the theories of both *Phonological Awareness* and *Whole Language*. Thus, the program incorporates explicit phonics instruction, as well as meaning-oriented activities. The intervention is also rooted in *Student Empowerment* and emphasizes nurturing a love for reading through incorporating features for pursuing and expressing individual interests (e.g., self-selection of reading materials and expressive writing activities).

Professional Development Features

There is no standard professional development component for the Four Blocks method. The model assumes that professional development and training will take on various forms depending upon the school and availability of professionals knowledgeable of the program. Books, videos, and Internet news groups are available for training purposes. Some teachers also use study groups.

Parent Involvement Features

The Four Blocks method does not include a specified parent involvement program.

Organizational/Structural Features

The Four Blocks method's wide range of organizational and structural features enables it to reach *Heterogeneous Groups* of children with a variety of ability levels and learning styles. The program provides a framework for *Systematic Learning* through its classroom-based language arts instruction. The language arts instructional time is divided into four 30-40 minute blocks which are performed daily: Guided Reading, Self-Selected Reading, Writing, and Working with Words. The intervention uses a *Grade Limit,* that is, only those designated grades (usually grade 1) participate, *and Basic Reading Ability is Assumed* (emergent literacy).

Diagnostic Procedures such as *On-going Written Observation* are used within the classroom. Teachers meet with students individually on a regular basis to take anecdotal notes on their reading. Individual conferences are held with children to discuss the books they are reading in the self-selected reading block. *Small Group* and informal *One-On-One Tutoring* are also provided for students who are not reading at their instructional level. In addition, *Individualized Instruction* during writing allows teachers to customize instruction to meet specific student needs.

The Four Blocks classroom should be distinct in its atmosphere, including a *Literacy Rich Environment and Interactive Learning* and incorporating reading and writing throughout subject areas through *Thematic Units*. The reading materials include both leveled *Basal Readers* and *Trade Books*.

Classroom Instruction Features

The Guided Reading Block begins as a teacher-led large group reading time, including *Interpreting/Discussion* and *Meaning Context/Predicting*, and eventually shifts to *Paired Reading* or *Silent Individual Reading*. Although basal readers have traditionally been used in the block, teachers also use other materials such as trade books and *Big Books*. The activities may include *Choral or Echo Reading, Pacing Oral Reading, Storytelling,* and *Drama*.

The Self-Selected Reading Block involves children reading trade books alone or with partners. As a part of this block, children take turns sharing their books with the whole class. The Writing Block usually involves a brief (10 minutes) mini-lesson to the entire class followed by individual student writing and editing. The writing instruction may include *Creative Writing, Journal Writing,* and *Writing Mechanics.*

In each of the three preceding blocks, there is a back-and-forth movement between individual and class-wide instruction, which fosters both individual skills and a literate community.

The Working with Words Block involves teacher-led and *Collaborative Team* activities to reinforce reading and an understanding of *Phonemic Awareness* and *Pattern Discrimination.* For example, children practice learning to read and spell words posted on the word wall through chanting, clapping, and writing and emergent spelling activities. Children also manipulate letters to make words called out by their teacher in the "making words" activity. These *Multisensory Activities* may include *Scaffolding* of instruction.

Targeted Literacy Outcomes

The Four Blocks method focuses on three intermediary literacy outcomes: *Decoding A* (context-free), *Decoding B* (meaning-oriented), and *Comprehension.* This focus provides a balanced, intermediary literacy instructional framework that develops basic reading skills including *Comprehension* and *Composition.*

Although many aspects of Four Blocks assume that children have acquired emergent literacy skills (knowledge of letters and the alphabet, narrative and non-narrative structures), some of its techniques target instruction in these areas. These include "pretend reading" (telling the story of a familiar book without actually reading the words) and "picture reading" (talking about the pictures in a book).

The Four Blocks framework does not explicitly target critical literacy skills, although the program may foster such development as a result of the intermediary reading foundation skills it provides and the variety of instructional techniques included in the program.

Addressing Indiana Academic Standards for Reading

The strengths of the Four Blocks intervention include a strong emphasis on vocabulary development with a simultaneous focus on gaining meaning from text—both reinforced with writing activities. The guided instructional approaches allow teachers to probe for student understanding in order to address comprehension and challenge students to think more deeply about what they are reading and writing. Through this comprehensive approach nearly all standards are fully addressed.

However, the lack of a standardized professional development component, through which teachers learn about the program and how to implement the strategies and have opportunities to refine their practices, makes it hard to assume consistent—or even effective—implementation of the intervention. Thus it is harder to claim that the expected student outcomes will necessarily follow implementation. Schools using this intervention must carefully plan initial and on-going professional development to ensure that the implementation of the program will lead to the expected student results.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The comprehensive approach blends instructional approaches to address both kinds of decoding (*Decoding A* and *B*), and fully addresses this set of standards.

Standard 2: Reading Comprehension

The guided instructional approaches, among other methods, in both the reading and writing components, fully address this set of standards.

Standard 3: Literary Response and Analysis

Similar to many of the early reading interventions, much attention is given to deriving meaning from text. However less explication is given to understanding specific aspects and features of narrative text. Thus this intervention can be assumed, at least partially, to address this standard. Teachers could easily incorporate instruction into their curriculum to fully address this standard.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

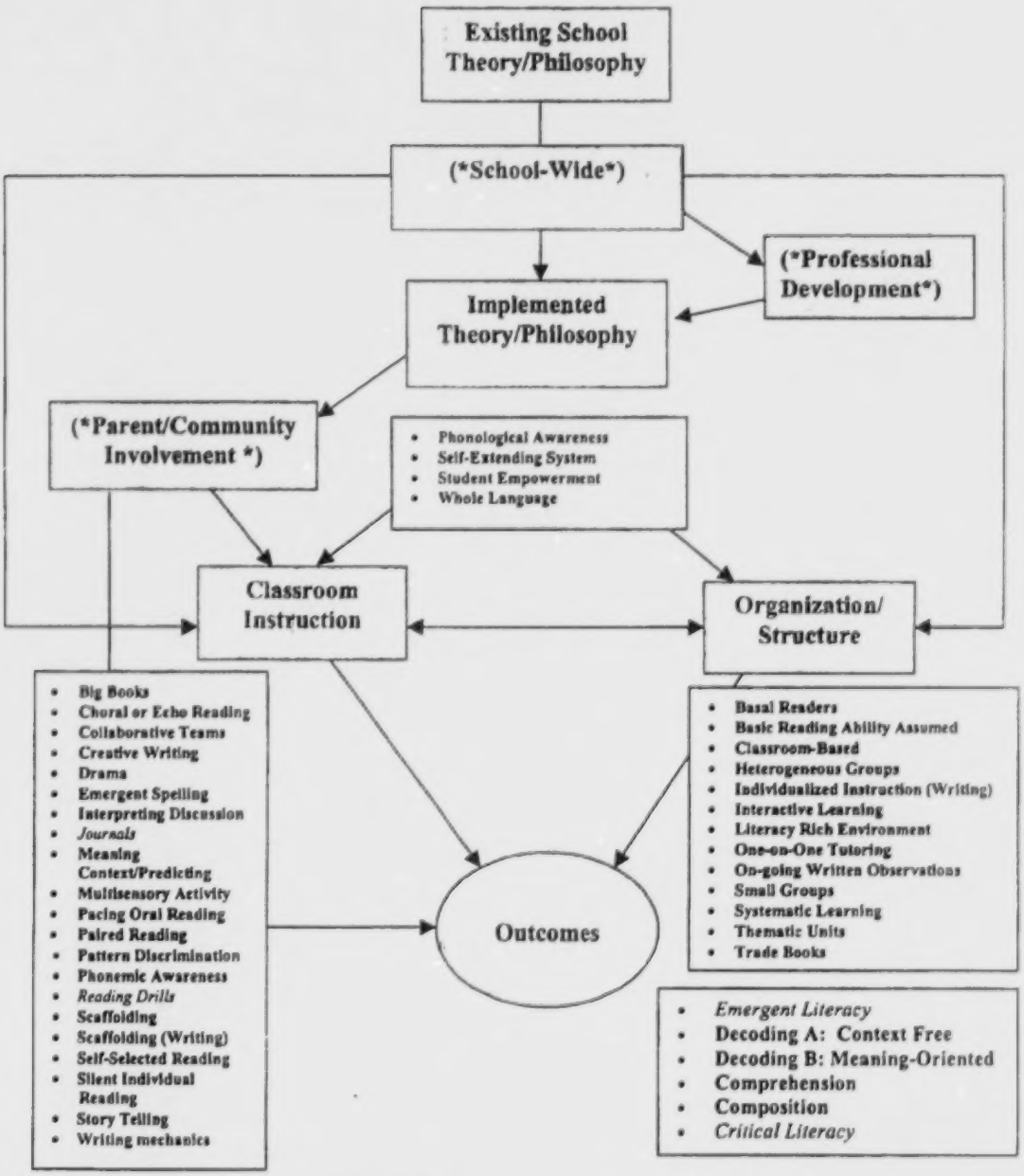
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention.

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention.

Figure II.B.2
Four Blocks
Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention; components marked with (*component title*) are not a part of the intervention.

Four Blocks
References

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Four Blocks
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Chart II.B.2.1 Four Blocks

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	Systematic Learning	Systematic Learning	Systematic Learning	N/A	Systematic Learning	N/A	N/A
Implemented Theory/ Philosophy	Phonological Awareness	Phonological Awareness	Phonological Awareness	N/A	Whole Language	N/A	N/A
Professional Development				N/A		N/A	N/A
Parent Involvement				N/A		N/A	N/A
Organization/ Structure	Classroom-Based Heterogeneous Groups Literacy Rich Environment One-on-One Tutoring On-going Written Assessment	Basal Readers Classroom-Based Heterogeneous Groups Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups	Basal Readers Classroom-Based Heterogeneous Groups Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups	N/A	Basal Readers Classroom-Based Heterogeneous Groups Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Thematic Units	N/A	N/A
Classroom Instruction	Big Books Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Paired Reading Phonemic Awareness Story Telling Writing Mechanics *Pacing Oral Reading* *Reading Drills*	Big Books Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Paired Reading Phonemic Awareness Story Telling Writing Mechanics *Pacing Oral Reading* *Reading Drills*	Big Books Collaborative Teams Echo or Choral Reading Emergent Spelling Interpreting/ Discussion Multisensory Activities Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness Story Telling Writing Mechanics *Pacing Oral Reading* *Reading Drills*	N/A	Big Books Collaborative Teams Creative Writing Echo or Choral Reading Emergent Spelling Interpreting/ Discussion Multisensory Activities Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness Scaffolding Story Telling Writing Mechanics *Journals* *Pacing Oral Reading* *Reading Drills*	N/A	N/A

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Chart II.B.2.2 Four Blocks

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	Systematic Learning	N/A	N/A	Systematic Learning	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	Self-Extending System	N/A	N/A	Self-Extending System Whole Language	N/A	N/A	N/A	N/A
Professional Development		N/A	N/A		N/A	N/A	N/A	N/A
Parent Involvement		N/A	N/A		N/A	N/A	N/A	N/A
Organization/ Structure	Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Trade Books	N/A	N/A	**Basal Readers** **Basic Reading Ability Assumed** **Classroom-Based** **Heterogeneous Groups** **Individualized Instruction** **Interactive Learning** **Literacy Rich Environment** **One-on-One Tutoring** **On-going Written Observations** **Small Groups** **Thematic Units** **Trade Books**	N/A	N/A	N/A	N/A
Classroom Instruction	**Big Books** **Collaborative Teams** **Interpreting/ Discussion** **Paired Reading** **Scaffolding-Writing** **Writing Mechanics** *Journals*	N/A	N/A	**Big Books** **Collaborative Teams** **Creative Writing** **Drama** **Echo or Choral Reading** **Interpreting/ Discussion** **Meaning Context/ Predicting** **Multisensory Activity** **Paired Reading** **Scaffolding** **Scaffolding-Writing** **Self-Selected Reading** **Silent Individual Reading** **Storytelling** **Writing Mechanics** *Journals* *Pacing Oral Reading*	N/A	N/A	N/A	N/A

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Chart II.B.2.3 Four Blocks

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	N/A	N/A	Systematic Learning	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	N/A	N/A	Student Empowerment	N/A	N/A	N/A	N/A
Professional Development	N/A	N/A		N/A	N/A	N/A	N/A
Parent Involvement	N/A	N/A	Book Distribution Family Literacy +/-[Learning Contract/ Parent] Parent Reading Instructional Training Parent Participation in Planning Curriculum [Parent Volunteers] Paired Reading	N/A	N/A	N/A	N/A
Organization/ Structure	N/A	N/A	Basal Readers Classroom-Based Heterogeneous Groups Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Thematic Units Trade Books	N/A	N/A	N/A	N/A
Classroom Instruction	N/A	N/A	Big Books Collaborative Teams Creative Writing Drama Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Paired Reading Scaffolding Self-Selected Reading Silent Individual Reading Story Telling Writing Mechanics *Journals*	N/A	N/A	N/A	N/A

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3. Literacy Collaborative

By Jeffrey Bardzell and Siri Ann Loescher

Program Description

The Literacy Collaborative is a school-wide language arts restructuring model that focuses on classroom-based instruction and includes Reading Recovery as a "safety net" for those students still not succeeding. A significant element of the Literacy Collaborative is its literacy framework, which includes eight elements, four each for reading and writing. It was originally developed to respond to the problem of successfully discharged Reading Recovery students not receiving appropriate support in the classrooms when they returned.

Self-described as a professional development program, the intervention involves the whole school—especially teachers and families—in a comprehensive and reflective approach to literacy instruction which is appropriate for all children. The components and features of the program are described below and depicted in Figure II.B.3.

School-Wide Features

The Literacy Collaborative intervention involves a *Reform Team* consisting of the on-site facilitator, an administrator, teachers, and possibly parents, who in turn engage the entire school in developing and implementing the reform. The school often is involved in *Taking Stock* of literacy practices, materials, and student performance. Over time, this information is revisited through *Formative Program Evaluations*.

The Literacy Collaborative framework provides school-wide *Systematic Learning* that flows across grade levels resulting in a school-wide program that has an articulated and coordinated set of instructional activities and expectations. *Study Groups* of teachers focus on literacy instruction and student performance in order to strengthen cohesiveness of the school-wide program.

Implemented Theory/Philosophy

The Literacy Collaborative program is a student-centered approach to literacy acquisition that is geared to increasing reading skills and encouraging the development of dispositions and behaviors (e.g. "a love of reading") that are indicative of self-motivated, self-directed learners. The program is *Child-Centered Developmental* and allows for

tailoring instructional activities to individual needs. The model is rooted in *Whole Language* and *Student Empowerment* approaches; most instructional activities are meaning-getting and involve student choice. The program also addresses metacognitive skills, such as self-correction, consistent with *Self-Extending System* approaches.

The Literacy Collaborative's emphasis on reflective practice as a means for improved student outcomes is evidenced by professional development and school-wide features that encourage teacher interaction and reflective study. Individually and in groups, teachers study their own practice in relation to student performance.

Professional Development Features

Literacy Collaborative schools designate an *On-Site Facilitator* (the literacy coordinator) who is trained by an affiliated university (Purdue University for schools in Indiana) and who maintains a connection to the university. The facilitator may assist in the *School-Site Training* through which the faculty are trained in implementing the program. *In-Service Workshops* provide additional training for teachers.

The intervention encourages *teacher collaboration* (in teacher study groups) and *Modeling with Coaching* by the on-site facilitator to support teacher reflection and professional growth.

Parent Involvement Features

Parent involvement is considered important to the success of the program. *Parent Awareness* activities include encouraging parents to come into the school to see how their children are learning. This participation may include hands-on *Parent Reading Instructional Training* to help parents learn to assist their children in learning to read.

Book Distribution provides parents with inexpensive "keep" books that parents are encouraged to use for *Paired Reading* with their child.

Organizational/Structural Features

The Literacy Collaborative provides several features to encourage student engagement and increase instructional effectiveness. The model provides *Interactive Learning* through the use of *Flexible Grouping* such as *Small Groups*, and *Ability Groups, Heterogeneous Groups* and *One-on-One Tutoring* (Reading Recovery). To increase student interest, the model recommends *Thematic Units* to integrate lessons across the curriculum. To ensure student success, *On-going Written Observations* and

Frequent Assessments are used by teachers to monitor student progress, provide evidence of program effectiveness, and indicate instructional refinements that might be needed in the program.

The classroom's *Literacy Rich Environment* reflects the centrality of the meaning-orientation in the intervention. So, too, does the high reliance on *Trade Books*. Trade books allow for greater self-selection than do traditional basal readers. In order to ensure that the self-selection of reading materials does not result in students only reading one genre of books or in only selecting "easy" books, the Literacy Collaborative provides a master list of trade books for a *Reading Canon*, on which books are graded and leveled by difficulty. In addition, the intervention also makes use of *Basal Readers*.

Classroom Instruction Features

As with other school-wide and classroom-based interventions, the Literacy Collaborative uses a wide variety of instructional features in concert to reach every child. Most of the features—*Big Books, Echo or Choral Reading, Creative Writing, Drama, Essays, Paired Reading, Storytelling,* and *Silent Individual Reading*—are consistent with the meaning orientation of the intervention and affect meaning-oriented decoding (*Decoding B*) and comprehension. Guided reading approaches such as *Interpreting/ Discussion* and *Meaning Context/Prediction* help students extend and internalize reading processes that are prerequisite for critical literacy.

While the intervention emphasizes meaning-oriented approaches, several features such as *Phonemic Awareness, Scaffolding, Multisensory Activities, Writing Mechanics* and sometimes *Emergent Spelling* and *Pattern Discrimination* are incorporated through both reading and writing to strengthen *Decoding A* (context free) skills.

Targeted Literacy Outcomes

The comprehensive Literacy Collaborative model was designed to influence all reading outcomes. However, consistent with Reading Recovery, the Literacy Collaborative emphasizes meaning-oriented decoding (or *Decoding B*), *Comprehension,* and *Composition*. It would be false, however, to say that the other three outcomes are not substantially targeted. Several elements emphasize *Emergent Literacy*, context-free decoding (*Decoding A)*, and *Critical Literacy*. While these outcomes are targeted, they are done so in a way that makes them consistent with—and yet subordinate to—the two

main outcomes. Emergent literacy is targeted in meaning-oriented ways; context-free decoding takes place in the writing component; and critical literacy is the intended result of the meaning-driven activities.

Addressing Indiana Academic Standards for Reading

The Literacy Collaborative takes a comprehensive approach to reading acquisition that blends reading and writing activities, and directly addresses most of the Indiana Reading Standards. The professional development component, which includes training, follow-up, and increased teacher collaboration focusing on student performance, strengthens the likelihood that not only will these standards be addressed, but that students will be able to meet the standards.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The Literacy Collaborative approach towards vocabulary acquisition is weighted slightly more towards meaning-getting (*Decoding B*) approaches and *Comprehension*. Activities focused on *Decoding A* tend to be embedded in the instruction. All but one standard area are explicitly addressed by the intervention. It is not clear that all of the sub-skills in Decoding and Word Recognition are fully addressed. The instructional methods promoted by the model could easily be used to incorporate lessons to address these skills.

Standard 2: Reading Comprehension

The Literacy Collaborative intervention, with its focus on building skills to assist students becoming independent and sophisticated readers, fully addresses these standard skills.

Standard 3: Literary Response and Analysis

While comprehension skills are built into this intervention, some of these standard skills—such as understanding the role of illustrator versus author—may not be fully met. Instruction related to these skills could easily be incorporated into classroom instruction.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

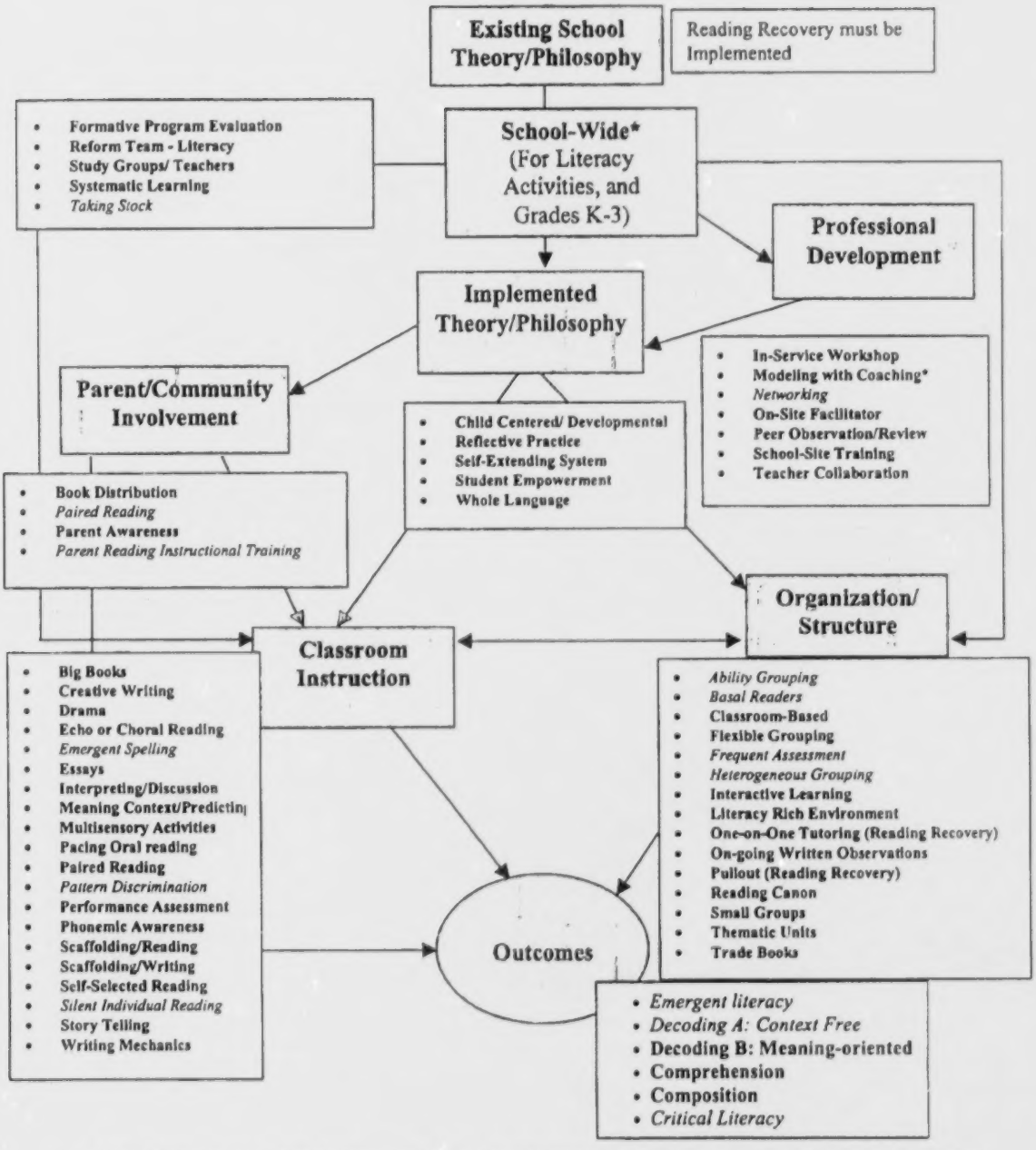
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention.

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention.

Figure II.B.3
Literacy Collaborative Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention.

Literacy Collaborative
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Literacy Collaborative
Contact Information

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Chart II.B.3.1 Literacy Collaborative

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[Formative Program Evaluation-Literacy] [Study Group/ Teachers-Literacy] [Systematic Learning] Taking Stock - Literacy	[Formative Program Evaluation-Literacy] [Study Group/ Teachers-Literacy] [Systematic Learning] Taking Stock - Literacy	[Formative Program Evaluation-Literacy] [Study Group/ Teachers-Literacy] [Systematic Learning] Taking Stock - Literacy	N/A	[Formative Program Evaluation-Literacy] [Study Group/ Teachers-Literacy] [Systematic Learning] Taking Stock - Literacy	N/A	N/A
Implemented Theory/ Philosophy	Prescribed Teacher Practice Reflective Practice	Prescribed Teacher Practice Reflective Practice	Prescribed Teacher Practice Reflective Practice	N/A	Prescribed Teacher Practice Reflective Practice Whole Language	N/A	N/A
Professional Development	In-Service Workshops [Modeling with Coaching] [Networking] [Peer Review/ Observation] [Teacher Collaboration]	In-Service Workshops [Modeling with Coaching] [Networking] [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] [Modeling with Coaching] [Networking] [On-Site Facilitator] [Teacher Collaboration]	N/A	In-Service Workshops [Modeling with Coaching] [Networking] [Peer Review/ Observation] [Teacher Collaboration]	N/A	N/A
Parent Involvement	Book Distribution *Parent Instruction Training/Reading* *Paired Reading*	Book Distribution *Parent Instruction Training/Reading* *Paired Reading*	Book Distribution *Parent/Instruction Training/Reading* *Paired Reading*	N/A	*Parent Instruction Training/Reading* *Paired Reading*	N/A	N/A
Organization/ Structure	Classroom-Based Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Pullout Program *Ability Grouping* *Frequent Assessment* *Heterogeneous Groups*	Classroom-Based Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Pullout Program Small Groups *Ability Grouping* *Basal Readers* *Frequent Assessment* *Heterogeneous Groups*	Classroom-Based Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Pullout Program Small Groups *Ability Grouping* *Basal Readers* *Frequent Assessment* *Heterogeneous Groups*	N/A	Classroom-Based Flexible Grouping Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Pullout Program Small Groups *Ability Grouping* *Basal Readers* *Frequent Assessment* *Heterogeneous Groups* *Thematic Units*	N/A	N/A
Classroom Instruction	Big Books Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Phonemic Awareness Scaffolding/Writing Story Telling Writing Mechanics	Big Books Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Phonemic Awareness Story Telling Writing Mechanics	Big Books Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Performance Assessment Phonemic Awareness Story Telling Writing Mechanics *Emergent Spelling* *Pattern Discrimination*	N/A	Big Books Creative Writing Echo or Choral Reading Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Performance Assessment Phonemic Awareness Scaffolding/Reading Scaffolding/Writing Story Telling Writing Mechanics *Emergent Spelling* *Pattern Discrimination*	N/A	N/A

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Chart II.B.3.2 Literacy Collaborative

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[Formative Program Evaluation- Literacy] [Study Group/ Teachers-Literacy] [Systematic Learning] Taking Stock - Literacy	N/A	N/A	Formative Program Evaluation- Literacy Study Group/ Teachers-Literacy Systematic Learning Taking Stock - Literacy	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	Prescribed Teacher Practice Reflective Practice Self-Extending System	N/A	N/A	Child Centered/ Developmental Prescribed Teacher Practices Reflective Practice Self-Extending System Whole Language	N/A	N/A	N/A	N/A
Professional Development	In-Service Workshops [Modeling with Coaching] [Networking] On-Site Facilitator] School Site Training [Teacher Collaboration]	N/A	N/A	In-Service Workshops [Modeling with Coaching] [Networking] On-Site Facilitator] School Site Training [Teacher Collaboration]	N/A	N/A	N/A	N/A
Parent Involvement	Book Distribution *Parent Instruction Training/Reading* *Paired Reading*	N/A	N/A	Book Distribution *Parent Instruction Training/Reading* *Paired Reading*	N/A	N/A	N/A	N/A
Organization/ Structure	Classroom-Based Literacy Rich Environment One-on-One Tutoring Pullout Program Small Groups Trade Books	N/A	N/A	Classroom-Based Flexible Grouping Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Pullout Program Reading Canon Small Groups Thematic Units Trade Books *Ability Grouping* *Basal Readers* *Frequent Assessment* *Heterogeneous Groups*	N/A	N/A	N/A	N/A

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Classroom Instruction	**Big Books** **Interpreting/ Discussion** **Paired Reading** **Performance Assessment** **Scaffolding** Scaffolding/Writing Writing Mechanics	N/A	N/A	**Big Books** **Creative Writing** **Drama** **Echo or Choral Reading** **Essays** **Interpreting/ Discussion** **Meaning Context/ Predicting** **Multisensory Activity** **Paired Reading** **Pacing Oral Reading** **Performance Assessment** **Scaffolding** **Self-Selected Reading** **Storytelling** **Writing Mechanics** *Silent Individual Reading*	N/A	N/A	N/A	N/A

Chart II.B.3.3 Literacy Collaborative
INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	N/A	N/A	Formative Program Evaluation- Literacy Study Group/ Teachers-Literacy Systematic Learning Taking Stock - Literacy	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	N/A	N/A	Child-Centered/ Developmental Prescribed Teacher Practices Reflective Practice Student Empowerment	N/A	N/A	N/A	N/A
Professional Development	N/A	N/A	In-Service Workshops [Modeling] [Networking] On-Site Facilitator School Site Training [Teacher Collaboration]	N/A	N/A	N/A	N/A
Parent Involvement	N/A	N/A	Book Distribution *Parent Reading Instructional Training* *Paired Reading*	N/A	N/A	N/A	N/A
Organization/ Structure	N/A	N/A	Classroom-Based Flexible Grouping Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Pullout Program Reading Canon Small Groups Thematic Units Trade Books *Ability Grouping* *Basal Readers* *Frequent Assessment* *Heterogeneous Groups*	N/A	N/A	N/A	N/A
Classroom Instruction	N/A	N/A	Big Books Creative Writing Drama Essays Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Paired Reading Performance Assessment Scaffolding Scaffolding Writing Self-Selected Reading Storytelling Writing Mechanics *Silent Individual Reading*	N/A	N/A	N/A	N/A

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4. Waterford Early Reading Program

By Siri Ann Loescher

Program Description

The Waterford Early Reading Program is a grades K-2, technology-based, supplemental reading program that provides students with daily, individualized instruction in literacy acquisition. The model is designed to ensure that all students, regardless of their literacy skills and experiences prior to entering school, acquire and maintain grade-level reading skills. The instructional program is divided into three levels: Level One (primarily emergent literacy and decoding A skills), Level Two (decoding A and B skills and some comprehension skills), and Level Three (comprehension and composition skills). The model was designed by a nonprofit research organization (the Waterford Foundation) that maintains its independence from the organization that markets the electronic program. A licensing agreement between the two entities provides the finances to continue researching, developing, and piloting the instructional programs.

Unique to this model is the sophisticated use of technology to deliver instruction that integrates pre-reading skills, comprehension skills, and writing activities in ways that are multisensory, interactive, and comprehensive. Rather than using the medium to deliver traditional instruction in a more interesting manner (e.g., use of graphics and positive reinforcements in the program in lessons similar to traditional reading/ question/answer exercises), the model integrates researched-based methods that are delivered through the technology. This includes continual assessment of student performance that includes assignment of on- and off-line materials, which reinforces areas of weakness and builds on students' strengths. Instead of having a limited set of exercises related to specific skills that are to be mastered before moving on, the technology links a multitude of related instructional activities that are branched and assigned according to the previous day's activities. This suggests that even if a student has seemingly mastered a skill one day (e.g., scored an 80% mastery on a skill set), if in a later assignment that skill is not repeated, the program would select new materials to review and reincorporate instruction on that skill.

While the reading program is designed to be used by each student daily (suggested fifteen to thirty minutes), and the teacher is provided with a myriad of off-line materials to complement the program, the program advocates using the reading program to supplement the school's curriculum rather than to replace it. Indeed, the automated computer program itself is designed to be self-managing so that it does not disrupt the flow of the regular classroom instruction. Thus, rather than a disruption or pullout, students move on and off the computer stations that are housed in the classroom, and return to the primary classroom instruction in a seamless fashion.

School-Wide Features

While the Waterford Program may be used as a component of a school's whole-school restructuring effort, it does not provide a process for whole-school change. Instead it provides a classroom-based, comprehensive approach ensuring successful literacy acquisition for all students. Thus, school-wide features are not a focus of this model. One school-wide feature, however, plays an important role in the intervention. *Formative Program Evaluation*, conducted by the *Certified Specialist*, is used to help the school plan for implementation in the following school year, including specifying any professional development needs that are related to the instructional program.

Implemented Theory/Philosophy

Child-Centered/Developmental learning is the intervention's primary philosophy. Language acquisition is believed to be developmental. Effective instruction should be individualized to each student's current skill level. Thus, while the program is divided into three separate levels, students progress through those levels according to development rather than age or grade. It is possible for a kindergarten student to be in a more advanced level (rather than Level One), and for a second grade student to be working on earlier level skills (rather than Level Three). Furthermore the intervention is designed to ensure that even students entering school with weak or non-existent pre-literacy skills will acquire those skills, will "catch-up," and will successfully advance through all three levels of the program.

Reading as a *Self-Extending System* is promoted through the myriad of activities, combined with the self-management instructional system. The program is geared towards fostering *student* independence in learning and encouraging students to learn how to

strengthen their own reading skills. By Level Three, students are taught specific comprehension skills in a metacognitive approach and are expected to apply these skills when reading across the curriculum in all subject areas.

The Waterford Early Reading Program's philosophy towards early reading acquisition is clearly in the *Phonological Awareness* tradition. Building phonemic awareness (*Decoding A*) and understanding about print concepts precedes all other instruction and is the primary focus in Level One. Once these skills are mastered, the intervention weaves in meaning-oriented decoding, reading comprehension, and the building of composition skills. So while the model does encourage meaning-oriented decoding, it comes sequentially after intensive instruction in context-free decoding.

Professional Development Features

The model provides support for implementation of the intervention through professional development. The school works directly with a *Certified Specialist* who provides the initial training and visits the school several times during the year. The initial training is a *School-Site Training* provided in a small setting with six to eight teachers at a time. These sessions are small to promote interaction between the teachers and the trainer, among teachers, and with the technology. Teachers are trained in how to use the technology-based program and in how the off-line supplemental materials can be integrated into regular classroom instruction, as well as how to use the parent involvement materials. The intervention also provides the school with on-going support resources such as on-line tutorials and videotaped training sessions, both related to the use of the technology system, and technical support for the hardware setup and maintenance.

Throughout the year, the *Certified Specialist* makes several visits to the school to provide one-on-one coaching to teachers. This includes *Modeling with Coaching* to deepen the teachers' understanding of how the instructional program works for students and to help teachers improve their classroom implementation. The specialist also conducts several *In-Service Workshops* on using available Waterford teacher resources and reviewing end-of-the-year reports on student performance (related to the *Formative Program Evaluation*). Schools may request (for a fee) additional trainings.

Parent Involvement

Promoting involvement in literacy activities at home is the focus of the Waterford Program's parent involvement component. *Parent Awareness* about Waterford involves providing parents with information about the program and about their child's progress. The awareness activities include newsletters and conferences.

Parents receive *Parent Reading Instructional Training* through "family literacy nights" at the school and through instructional take-home videos. During this training parents learn how to best support their child's reading acquisition through activities such as *Paired Reading.* The intervention promotes these home activities and encourages the development of literacy-rich home environments through *Book Distribution* and *Take Home Literacy Activities* that include videos, CDs, and sing-along cassettes. The intervention has some of these materials available in Spanish as well as English. To encourage regular parent-child literacy interaction, some schools may institute *Learning Contracts/Parents* in which parents agree to read with their child for a specified amount of time (e.g., twenty minutes a day).

Organization/ Structure

The Waterford Program is a *Classroom-Based* program that is organized as a *Supplemental Learning* program that provides self-managing *Individualized Instruction* to students throughout the school day. The model lends itself well to *Ability Grouping,* as students work through the different levels of the program. In addition the model provides teachers with materials and instructional classroom activities that involve *Small Groups.*

The technology component links performance/assessment/assignment in a continual cycle. Thus, embedded in the instruction are both *Diagnostic Procedures* and *Frequent Assessment.* In addition, teachers can generate regular student progress reports that can be used for *On-Going Written Observations.* Teachers can use these reports to adjust the regular classroom instruction and/or to tailor the materials and activities students receive for take-home literacy activities. The technology component allows for easy collection of samples of student work that demonstrate growth in literacy acquisition over time. Some schools will use this aspect of the program for the development of *Cross-Year Portfolios.*

The Waterford Early Reading Program is recommended to be used as a complement to, rather than as a replacement of, the existing reading curriculum used by the school. Therefore schools using Waterford may utilize *Basal Readers, Trade Books* or a *Reading Canon* as part of the language arts program.

Classroom Instruction

The *Computer-Assisted Instruction* provided by the Waterford Early Reading Program has been designed to be interactive and multisensory. For example, a reviewed lesson teaching recognition of a specific letter included repetition and echo response (aural and oral), movement and practice with writing the letter (kinesthetic), and rhyme and visual clues. The Waterford Early Reading Program incorporates numerous instructional features through the technology program, supplemented by off-line teaching activities. Features related to emergent literacy acquisition include *Phonemic Awareness, Multisensory Activities, Pattern Discrimination,* and *Reading Drills.* Simultaneously students are engaged in the act of reading through *Echo or Choral Reading* and *Pacing Oral Reading.* Teachers often supplement this work through classroom activities including *Storytelling, Worksheet/Workbooks* and *Emergent Spelling.*

As students advance to meaning-oriented decoding and comprehension, additional instructional strategies are incorporated into the program including *Meaning Context/Predicting*, *Creative Writing*, and *Essays*. Some teachers may use Collaborative Teams in some of this work. Additionally 'concepts about print' and understanding structures about text are reinforced through Writing Mechanics.

Students gain independence in reading through *Silent Individual Reading,* and in some classes through *Self-Selected Reading.* By the completion of Level Three, students have learned how to improve their own reading skills and begin to apply those while reading in other curricular areas.

Targeted Literacy Outcomes

The Waterford Early Literacy Program provides a supplemental instructional program that provides delivery of individualized instruction to students in an interesting and interactive way that incorporates recitation, multisensory activities, writing, and comprehension and critical thinking. The intervention is particularly strong in building *Emergent Literacy* and *Decoding A* at the earliest level. A number of preliminary studies

and evaluation reports have been conducted and reviewed that suggest positive results for participating students and schools. However most of this early confirmatory research has been conducted on the emergent literacy acquisition (Level One) program. Less has been written about the development and maintenance of the literacy skills targeted in Levels Two and Three.

The primary focus on context-free decoding lessens with an increased focus on meaning-oriented decoding (*Decoding B)* and *Comprehension* during the Level Two program. By Level Three, comprehension is fostered through a metacognitive approach, and through a stronger focus on *Composition.* The model, which is usually implemented at the K-2 level, builds the skills that are prerequisite for *Critical Literacy,* suggesting that students who complete this program will be more successful in later grades in acquiring critical literacy skills.

Addressing Indiana Academic Standards for Reading

The Waterford Early Reading Program is designed to supplement the language arts program used by the school. The technology-based program delivers daily, individualized instruction that provides students with extensive emergent and early literacy instruction. The instructional activities are comprehensive and incorporate the use of on-going assessments to calibrate the students' lessons. The impact of the Waterford instruction is reinforced by home involvement literacy activities. The materials are well aligned with the K-3 Indiana Reading Standards, with only one area of standard skills only partially addressed.

The only caveat is that the program builds some skills sequentially (phonemic awareness, then *Decoding A*, then *Decoding B* and *Comprehension*), while the standards that cover each of these areas are designed to be taught concurrently. This means that some of the standard skills (related comprehension and analysis of expository and narrative text) may not fully be addressed until students are in Level Two or Three. Since the Waterford Early Reading Program is generally implemented as a supplemental curriculum, the original reading/language arts curriculum used by the school remains the primary instructional program. Thus, any standard skills not yet addressed in Waterford can easily be incorporated into and addressed through the regular program instruction.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

These standards are fully addressed by the Waterford Early Reading Program.

Standard 2: Reading Comprehension

The comprehension standard category, Comprehension and Analysis of Grade-Level-Appropriate Text, is fully addressed by the Waterford Early Reading Program. The other category of standard skills, Structural Features of Informational and Technical Materials, is not explicitly addressed but the instructional methods and materials used by the program suggest that these skills should be partially addressed.

Standard 3: Literary Response and Analysis

These standards are fully addressed by the Waterford Early Reading Program.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

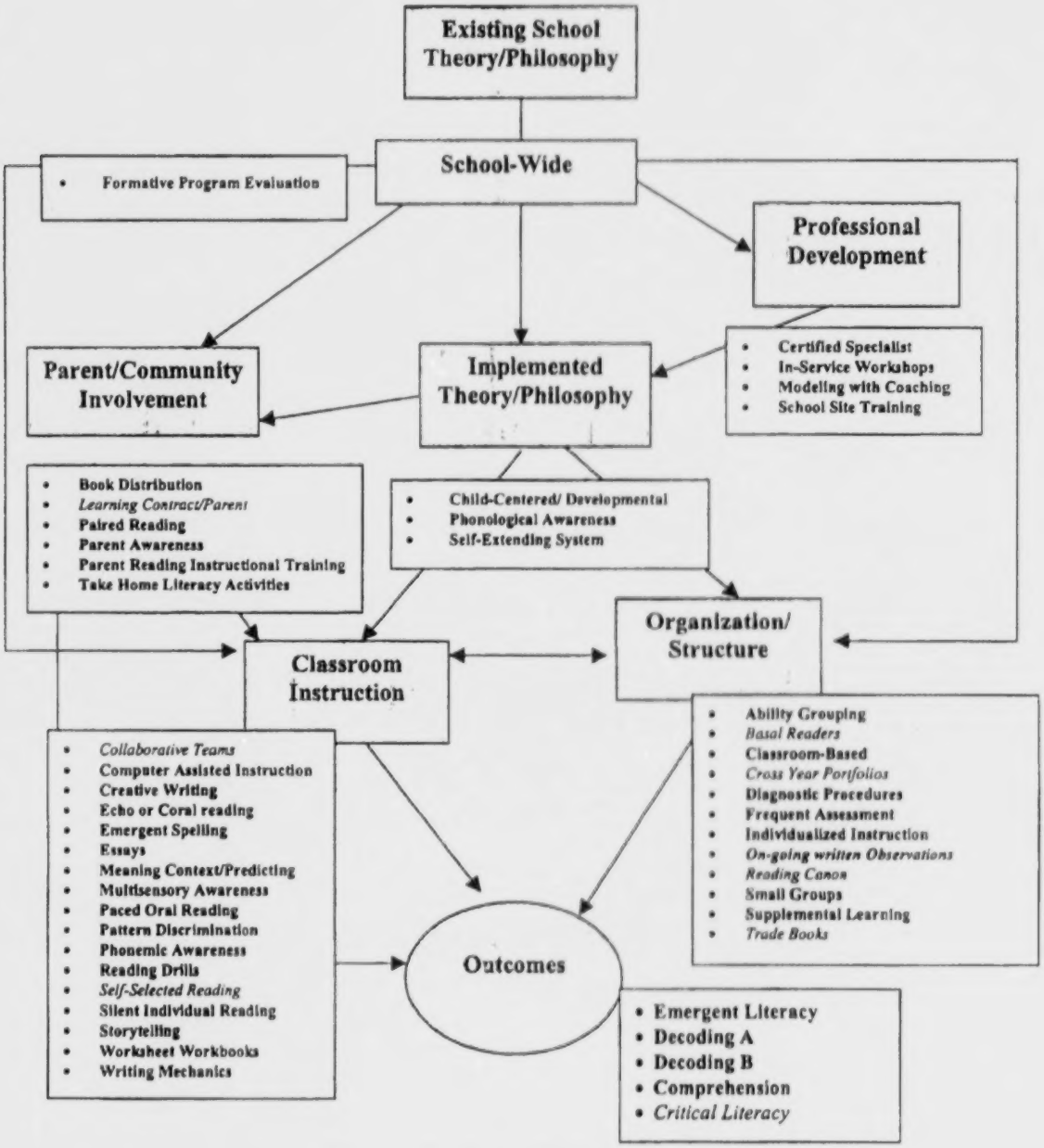
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the intervention.

Features in italicized text are sometimes present in schools implementing the intervention but are not required by the intervention.

Figure II.B.4
Waterford Early Reading Program
Program Features



Bolded features are part of the intervention; *italicized features* are sometimes adopted by schools implementing the intervention.

Waterford Early Reading Program
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Chart II.B.4.1 Waterford Early Reading Program
INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[Formative Program Evaluation]	[Formative Program Evaluation]	[Formative Program Evaluation]	N/A	[Formative Program Evaluation]	N/A	N/A
Implemented Theory/ Philosophy	Phonological Awareness	Phonological Awareness	Phonological Awareness	N/A		N/A	N/A
Professional Development	Certified Specialist [In-Service Workshops] [Modeling with Coaching] School Site Training	Certified Specialist [In-Service Workshops] [Modeling with Coaching] School Site Training	Certified Specialist [In-Service Workshops] [Modeling with Coaching] School Site Training	N/A	Certified Specialist [In-Service Workshops] [Modeling with Coaching] School Site Training	N/A	N/A
Parent Involvement	Book Distribution [Learning Contract/ Parent] Parent Reading Instructional Training Take Home Literacy Activities Paired Reading	Book Distribution *[Learning Contract/ Parent]* Parent Reading Instructional Training Take Home Literacy Activities Paired Reading	Book Distribution *[Learning Contract/ Parent]* Parent Reading Instructional Training Take Home Literacy Activities Paired Reading	N/A	Book Distribution *[Learning Contract/ Parent]* Parent Reading Instructional Training Take Home Literacy Activities Paired Reading	N/A	N/A
Organization/ Structure	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Pullout Program Supplemental Learning *On-going Written Observation*	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Individualized Instruction Small Groups Supplemental Learning *Basal Readers* *On-going Written Assessment*	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Individualized Instruction Small Groups Supplemental Learning *Basal Readers* *On-going Written Assessment*	N/A	Ability Grouping Classroom-Based Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Small Groups Supplemental Learning *Basal Readers* *On-going Written Observations*	N/A	N/A
Instructional Classroom	Computer Assisted Instruction Echo or Choral Reading Multisensory Activities Pacing Oral Reading Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Computer Assisted Instruction Echo or Choral Reading Multisensory Activities Pacing Oral Reading Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Cooperative Learning Computer Assisted Instruction Echo or Choral Reading Emergent Spelling Multisensory Activities Pacing Oral Reading Pattern Discrimination Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics *Collaborative Teams*	N/A	Computer Assisted Instruction Creative Writing Echo or Choral Reading Emergent Spelling Multisensory Activities Pacing Oral Reading Paired Reading Pattern Discrimination Phonemic Awareness Reading Drills Scaffolding Story Telling Worksheets/ Workbooks Writing Mechanics *Collaborative Teams*	N/A	N/A

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Chart II.B.4.2 Waterford Early Reading Program
INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[Formative Program Evaluation]	N/A	N/A	[Formative Program Evaluation]	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	Self-Extending System	N/A	N/A	Child Centered/ Developmental Self-Extending System	N/A	N/A	N/A	
Professional Development	[Certified Specialist] [In-Service Workshops] [Modeling with Coaching] [School Site Training]	N/A	N/A	Certified Specialist [In-Service Workshops] [Modeling with Coaching] School Site Training	N/A	N/A	N/A	N/A
Parent Involvement	Book Distribution *[Learning Contract/ Parent]* Parent Reading Instructional Training Take Home Literacy Activities Paired Reading	N/A	N/A	Book Distribution *[Learning Contract/ Parent]* Parent Reading Instructional Training Take Home Literacy Activities Paired Reading	N/A	N/A	N/A	N/A
Organization/ Structure	Classroom-Based Small Groups Supplemental Learning *Trade Books*	N/A	N/A	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Individualized Instruction Small Groups Supplemental Learning *Basal Readers* *Cross-Year Portfolios* *On-going Written Observations* *Reading Canon* *Trade Books*	N/A	N/A	N/A	N/A
Classroom Instruction	Computer as a Tool Worksheets/ Workbooks Writing Mechanics *Collaborative Teams*	N/A	N/A	Computer as a Tool Computer Assisted Instruction Creative Writing Echo or Choral Reading Essays Meaning Context/ Predicting Multisensory Activity Pacing Oral Reading Silent Individual Reading Storytelling Worksheets/ Workbooks Writing Mechanics *Collaborative Teams* *Self-Selected Reading*	N/A	N/A	N/A	N/A

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Chart II.B.4.3 Waterford Early Reading Program

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	N/A	N/A	[Formative Program Evaluation]	N/A	N/A	N/A	N/A
Implemented Theory/ Philosophy	N/A	N/A	Child-Centered/ Developmental	N/A	N/A	N/A	N/A
Professional Development	N/A	N/A	[Certified Specialist] [In-Service Workshops] [Modeling with Coaching] [School Site Training]	N/A	N/A	N/A	N/A
Parent Involvement	N/A	N/A	Book Distribution [Learning Contract/ Parent] Parent Reading Instructional Training Paired Reading	N/A	N/A	N/A	N/A
Organization/ Structure	N/A	N/A	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Individualized Instruction Small Groups Supplemental Learning *Basal Readers* *Cross-Year Portfolios* *On-going Written Observations* *Reading Canon* *Trade Books*	N/A	N/A	N/A	N/A
Classroom Instruction	N/A	N/A	Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Drama Essays Meaning Context/ Predicting Multisensory Activity Silent Individual Reading Storytelling Writing Mechanics Worksheets/ Workbooks *Collaborative Teams* *Self-Selected Reading*	N/A	N/A	N/A	N/A

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Part III: Comprehensive School Reforms

Comprehensive reforms are school-wide restructuring programs, involving the entire school, that are adopted and implemented by the school to improve overall student performance. These reforms consider curricular and instructional aspects of the school as well as organizational structures that either help or hinder the school's educational program. While many comprehensive reforms have been implemented in schools for nearly twenty years, the changes in Title I funding have fostered growth in both the number of comprehensive reform models being used in schools and in the number of schools implementing specific comprehensive reform models. Two types of comprehensive reforms are reviewed: Process-Oriented Reforms, and Curriculum-Based Reforms.

Process-Oriented Reforms, such as the Accelerated Schools Project and Modern Red Schoolhouse, involve a structure and series of reform activities that schools work through in order to restructure many aspects of their school. Process-oriented reforms engage teachers in evaluation of current practice and student performance, compared to ideal practice and desired student outcomes. The schools, using the reform model's process, design and implement the specific reform activities (for example, developing a curriculum based on state standards, or introducing and implementing new instructional activities). Process-oriented reforms included in this Guide are the Accelerated Schools Project, ATLAS Communities, Lightspan Achieve Now, Modern Red Schoolhouse, and the School Development Program.

- Accelerated Schools Project combines inquiry-based reform processes for restructuring the school (including the instructional program), and promotes specific constructivist teaching methods associated with improved student outcomes. The ASP reform processes can be used to fully address the *Word Recognition, Fluency and Vocabulary Development, Reading Comprehension,* and *Literary Response and Analysis* standards.
- ATLAS Communities reform processes include the development of articulated authentic assessments and curricula that are based on state learning standards, and promote reflective practice and collaboration among teachers.

The ATLAS Communities reform processes can be used to fully address the *Word Recognition, Fluency and Vocabulary Development, Reading Comprehension,* and *Literary Response and Analysis* standards.

- Lightspan Achieve Now is a technology-based reform that involves aligning schools' curricula to state learning standards, and developing standards-based instruction. The model incorporates a home involvement and supplemental learning program to increase students' learning time-on-task. The Lightspan Achieve Now reform processes can be used to fully address the *Word Recognition, Fluency and Vocabulary Development, Reading Comprehension,* and *Literary Response and Analysis* standards.
- Modern Red Schoolhouse reform processes revolve around the development of a comprehensive, school-wide curriculum designed by the school and based on state learning standards. The design also encourages the changing of school structures that could increase the effectiveness of the impact of the new curriculum on student outcomes. The MRSh design, through the reform processes, fully addresses the *Word Recognition, Fluency and Vocabulary Development, Reading Comprehension,* and *Literary Response and Analysis* standards.
- School Development Program (SDP) reform processes engage the broader community (e.g., parents, local organizations, businesses, as well as teachers and administrators) in the development and implementation of school improvement plans that address holistic developmental needs of students. The design includes training in aligning the existing curriculum to state standards. The SDP reform process can be used to address the *Word Recognition, Fluency and Vocabulary Development, Reading Comprehension,* and *Literary Response and Analysis* standards.

Curriculum-Based Reforms, such as America's Choice and Success for All, involve using a specific curriculum, in a particular way, across the entire school. Structural changes are required by the model to support specific reform activities related to the curricular model. For example, Success for All regroups students of all grades into ability groups for extensive reading instruction. These models also necessitate extensive

professional development in order to learn to effectively use the curriculum and require regular evaluation to ensure full implementation—and, in the case of the America's Choice model, to determine additional areas of needed professional development.

- America's Choice provides a rigorous set of comprehensive learning standards and some curricular materials which are implemented through a reform process that includes focusing on improving teacher practice in order to ensure students meet the learning standards. The America's Choice standards and curricula fully address the *Literary Response and Analysis* standards, and most of the *Word Recognition, Fluency, Vocabulary Development,* and *Reading Comprehension* standards. The reform process can be used to meet those standards not fully addressed.
- Success for All provides a comprehensive reform (with a primary focus on reading) through a systematic and structured approach that includes both a prescribed curriculum and prescribed teaching methods. At the K-3 level the *Word Recognition, Fluency, and Vocabulary Development* standards are fully addressed, and the *Reading Comprehension* and *Literary Response and Analysis* standards are partially addressed. At grades 4-6 most of the *Word Recognition, Fluency, and Vocabulary Development* standards are addressed, and the *Reading Comprehension* and *Literary Response and Analysis* standards are partially addressed.

A. Process-Oriented Reforms

What are process-oriented reforms?

Process-oriented reforms are school restructuring programs designed to improve educational outcomes for all students. They are often implemented in schools with large populations of students in at-risk situations. These models are aimed at comprehensively restructuring the educational program of the school, encouraging changes that may include classroom configurations, modes of professional development, and delivery of instruction. These reforms prescribe a set of processes that are time consuming and require a great commitment from staff. By working through the processes, the school determines and directs the reform activities and tailors specific changes at the classroom level to the needs of the student body.

What kinds of process-oriented reforms are available?

There are a growing number of process-oriented reforms, each with a different theory of reform (why students are failing to succeed), and thus a unique approach to school reform. Some, such as the Modern Red Schoolhouse and Lightspan Achieve Now, attribute school failure to a lack of a comprehensive, standards-based curriculum, and have reform processes related to developing a standards-based curriculum. The ATLAS Communities reform also addresses standards, but it focuses on the need for multiple assessments and reflective practice. The Accelerated Schools model promotes an inquiry-based approach for school improvement tied to participatory school governance and changing instructional approaches. Yet another approach is available in the School Development Program, which seeks to develop a caring learning community that develops reforms based on the holistic developmental needs of students.

What proportion of students is served in process-oriented reforms?

All students in the school are served by these reforms. Because the reforms are designed to create change over time, students continue to benefit from the program as they progress through the grades in the school.

What kind of school might want to consider a process-oriented reform?

These reforms are designed to create sustainable improvements throughout the school, and could be used by any school. Schools serving substantial numbers of students at-risk of school failure that are seeking to improve all areas of academic achievement for all students would be well-suited for process-oriented reforms. These models require a great deal of participation in decision-making at the school level, and often increase the level of accountability for school improvement. Schools that have experience with site-based management and have strong leadership on the faculty are likely to be interested in these types of reforms. However, due to the time-intensive approach requiring extensive collaboration and professional development, not all schools will want or need to make this level of investment in school improvement.

1. Accelerated Schools Project

By Siri Ann Loescher and Kim Manoil

Program Description

The Accelerated Schools Project (ASP) is a process-oriented comprehensive school reform, involving the whole school staff (certified and non-certified), parents, students, and members of the community. The model was developed for under-performing schools that serve high proportions of students in at-risk situations. To change the school culture, all stakeholders (i.e., faculty, administration, parents, students, and community members) work together to restructure the school while embracing three principles: unity of purpose, empowerment coupled with responsibility, and building on strengths. The model advocates using instructional techniques traditionally associated with gifted and talented instruction to provide accelerated rather than remediated learning. The ASP emphasizes providing all students with "powerful learning" experiences that translate into increased student learning outcomes.

The ASP model does not specify a curriculum or instructional method. Instead the model focuses on professional development based on inquiry and reflective practice, along with structures and processes that take a focused approach to determining what changes work best for all of the students in the school. Thus, while some features should look similar for all Accelerated Schools (e.g., school-wide, professional development and implemented theories), each school's reform activities will evolve uniquely resulting in the adoption of specific classroom instruction, organization/structure, and parent involvement features.

The ASP does not have a specific model for reading instruction and does not advocate any specific features. Instead, a process—carried out by school communities and shaped by Accelerated Schools Project principles—determines program features. Nonetheless, some features of Accelerated Schools suggest an approach to early reading and language education. To a large extent, evidence supporting these speculations can be found in some of the Accelerated Schools' research, in which descriptions provide some indication of which literacy-related features schools used. Specific program features related to literacy programs within Accelerated Schools are shown in Figure III.A.1.

School-Wide Processes

The Accelerated Schools Project requires school *Buy-In*. The reform model uses *Site-Based Management* for shared decision-making in the school. During the first year, a *Reform Team* is established which includes representation from each stakeholder group. During the first year, the school works through two processes, *Taking Stock* and *Visioning,* in order to compare current performance to where the school would like to be. Both the processes and the products of these features are important to the ASP reform. The processes build community among stakeholders, provide a deep knowledge base and consensus about the school, and engage the entire school in determining what specific reform efforts (e.g., adoption of specific curricular materials, or developing a new parent program) will be implemented by the school. The *Vision* provides the school with *Instructional Guidance* that informs the school's reform activities as well as shapes individual instructional decisions within each classroom.

After the reform agenda (areas for study) for the school has been set, the school establishes *Study Groups/Schools,* called cadres, that conduct in-depth *Inquiry* on the priority areas, including the formation of hypotheses, collection and analysis of data, and pilot testing of programs. The *Inquiry* process often involves studying classrooms and student work, conducting surveys, and exploring available resources in order to develop, refine and implement specific reform activities.

At the end of each school year, the model requires an annual *Formative Program Evaluation,* used to refine the school's reform. Schools use an ASP toolkit to gather information across the school year that includes rubrics to assess implementation of the reform model and student performance data. Based on these evaluations, all areas for inquiry are identified as the focus for the school's on-going school improvement efforts.

Implemented Theories/Philosophies

The Accelerated Schools Project's philosophies about learning are related to the model's belief that all students benefit from teaching strategies used for the gifted and talented. The ASP reform advocates *Acceleration*—as opposed to remediation methods—to ensure that students acquire the basic skills and apply those skills in more sophisticated work. The ASP reform promotes *Constructivist Learning*, characterized as 'Powerful Learning.' This approach to learning, rooted in cognitive psychology, is related to five

instructional components that are linked to research: authentic, interactive, inclusive, learner-centered, and continuous. The focus on *Constructivist Learning* and *Student Empowerment* (incorporating student choice into instructional activities) suggests that instruction in ASP schools should vary greatly from traditional lecture or workbook/skill review methods.

ASP also promotes *Concept Development* to encourage the development of higher order thinking skills, and *Thematic Teaching* to increase the relevance of classroom instruction and strengthen the cognitive connections between subject areas. Consistent with these approaches, the model recommends reading approaches that are related to *Whole Language*, or meaning-oriented approaches to reading acquisition.

The ASP model's theories of school reform center around *Teacher Professionalism* and *Reflective Practice.* The ASP model asserts that a school that employs the three principles, embraces the teaching philosophies, and engages in inquiry and action research, will be able to direct, implement, and sustain changes at the core level of the schools.

Professional Development Reform Features

The Accelerated Schools Project requires schools to designate an *On-Site Facilitator* to act as the Accelerated School's coach, and uses a *Training of Trainers* design to provide for school training in the reform process. To support the school in implementation of the model, each school has a *Certified Specialist* affiliated with the Accelerated Schools Project through a regional mentoring center[1]. Through *In-Service Workshops* the school learns about implementing the reform and receives specific training in Powerful Learning. Additional professional development is determined and conducted at the school level, and, where appropriate, is led by teachers from the school. Teacher collaboration, in and across grade levels or subject areas, is used to reinforce professional development activities.

Networking opportunities include regional and national conferences. Accelerated Schools also send several faculty members a year to a regional Powerful Learning

[1] Regional mentoring centers are most often located in a university or a state department of education. Indiana schools are associated with the Dayton Satellite Center for Accelerated Schools, located at the University of Dayton.

Laboratory (PLL) that concentrates on delivering Powerful Learning through classroom instruction. The PLL also focuses on using Powerful Learning to address state standards.

Parent/Community Involvement Reform Features

The model encourages strengthening parent-school connections. *Parent Awareness* about the school's reform efforts includes involving parents in buy-in, and soliciting parent input and participation during *Taking Stock* and *Visioning*. Parent representatives are involved in the school governance through *Parent Participation in Reform Team,* and *Parent Participation in Site-Based Management.* Parent participation in school inquiry-study groups creates *Parent Participation in Planning Curriculum.* The ASP model also urges active parent involvement related to classrooms through parent conferencing and *Parent Volunteers.*

Participation of the larger community includes soliciting of feedback during *Taking Stock* and *Visioning.* Additionally, *Taking Stock* study groups and inquiry groups are encouraged to look to the community when compiling information about existing resources and potential partnerships.

Organizational/Structural Features

Accelerated Schools' organizational and structural features clearly reflect its focus on Powerful Learning in order to making learning dynamic and relevant. Its purpose is school-wide reform accomplished through an enriched curriculum and constructivist instruction. For example, ASP teachers collaborate to develop and use content-rich *Thematic Units*. *Interactive Learning* activities engage students and often include the use of *Small Group* activities, including cross-age and *Heterogeneous Groups.*

The model encourages the adoption of features to foster both interdependent thinking and independent learning. Thus, ASP schools often adopt features such as *Student-Initiated Learning Centers* and *Peer Tutoring.* Some studies also make reference to the use of *Trade Books*, rather than "decodable" and/or basal books.

Classroom Instruction Features

The ASP model focuses on *Authentic Instruction* and *Collaborative Teams* to create relevant, high interest learning experiences. Consistent with the focus on implementing more enriched teaching techniques, the model encourages the use of

instructional features that emphasize student strengths, language development across subjects, problem-solving, and higher order thinking skills such as *Inquiry Learning* and *Project-Based Instruction*. The model also encourages developing language skills through *Creative Writing* along with other methods that emphasize the teaching of concepts in meaningful contexts, rather than abstractly. Some schools adopt the use of *Computer as a Tool, Interpreting/Discussion* and *Paired Reading* to develop meaning-centered reading skills.

ASP teachers incorporate reflective practice into the classroom through *Performance Assessment*. Teachers have the flexibility to adapt instruction based on these assessments, to ensure student learning.

Targeted Literacy Outcomes

While there is no specific literacy approach denoted by the Accelerated Schools Project, the ASP is based on a strong inquiry model in which individual schools evaluate their own needs and make changes accordingly. Since every school has a unique community of students, teachers, and parents, Accelerated Schools frequently end up with unique reading and literacy programs. For this reason, the program in itself does not specifically target any of the literacy outcomes. Instead, the process of identifying and targeting reading and literacy outcomes is left up to the individual schools. Targeted literacy outcomes are based on each school's process of *Taking Stock, Visioning*, and *Inquiry*. Schools can use the ASP process to focus on the learning outcomes for reading and language arts—*Emergent Literacy, Decoding A (Context Free), Decoding B (Meaning Oriented), Comprehension, Composition*, and *Critical Literacy*—but emphasis on these outcomes remains dependent upon the school's reform plan, according to the model design.

Addressing Indiana Academic Standards for Reading

The instructional methods promoted by the model are appropriate for addressing the Indiana standards. However, without intentionally addressing specific standards (i.e., incorporating aligned content) it cannot be assumed that each standard area and its sub-skills will be fully addressed.

However, the ASP reform has integrated the use of state standards into the reform process itself. Schools study state standards—and how students are performing on them—in the *Taking Stock* and *Formative Program Evaluation* processes. Schools in the second year and beyond receive training, through the Powerful Learning Laboratories, in using Powerful Learning methods to address state standards (including the reading standards). Thus, schools adopting the ASP model should use the reform process to align their curriculum and instruction to fully address state standards.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

Because the model does not focus explicitly on early literacy acquisition, methods targeting emergent literacy are not a part of the model; thus at the K-3 level, the instructional methods alone do not address the standards of Concepts in Print or Phonemic Awareness. However, the instructional approaches of Powerful Learning associated with the model at least partially address the other standard categories (Decoding and Word Recognition, and Vocabulary and Concept Development) and all standard categories at the 4-6 and 7-8 grade levels. All standards are fully addressed at all grade levels through the reform process.

Standard 2: Reading Comprehension

The instructional approaches promoted by ASP, at least, partially address all of these learning standards at all grade levels. The ASP reform processes fully address all of these standards.

Standard 3: Literary Response and Analysis

The instructional approaches promoted by ASP, at least, partially address all of these learning standards at all grade levels. The ASP reform processes fully address all of these standards.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

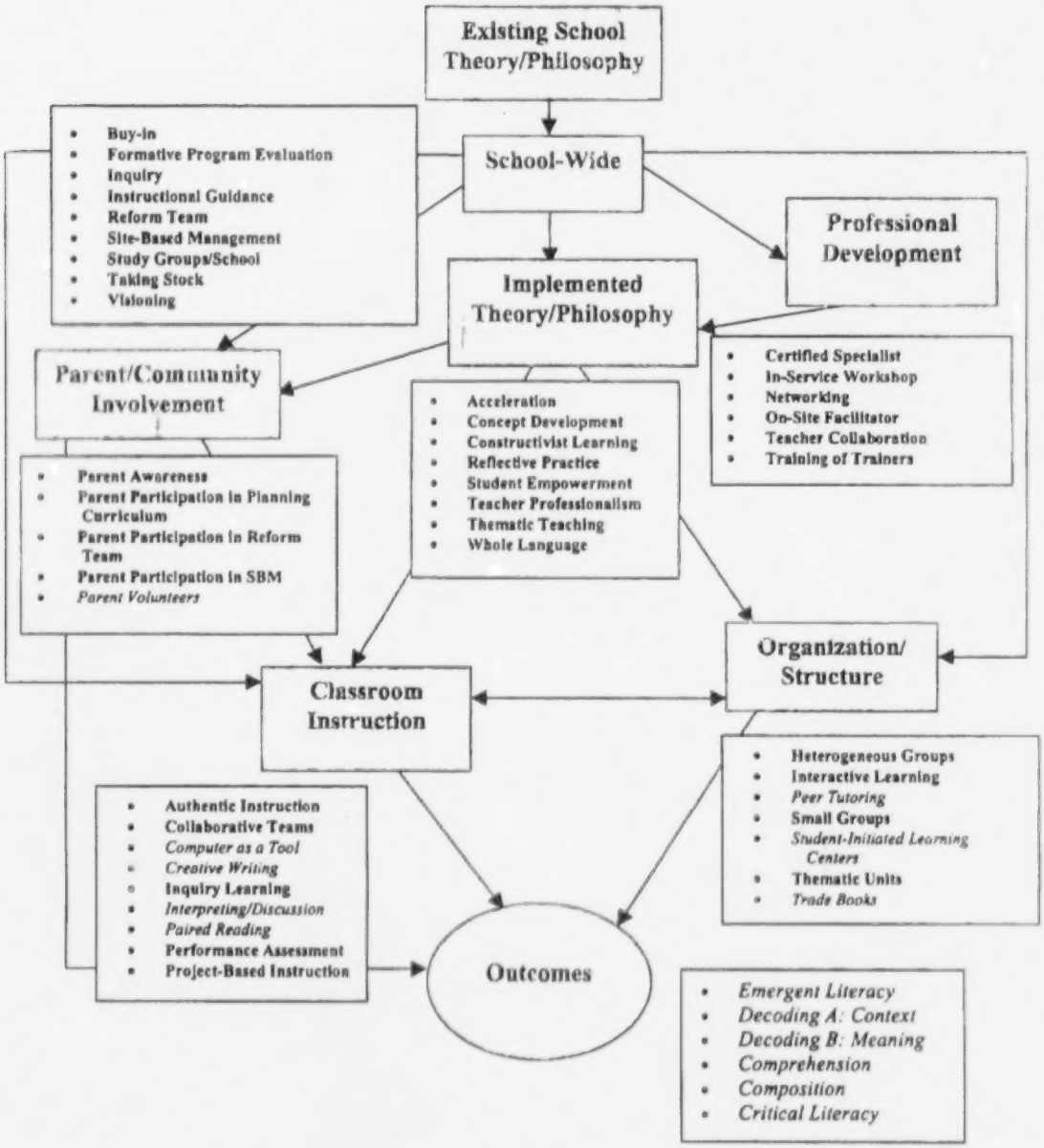
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

Figure III.A.1
Accelerated Schools Project
Program Features



Bolded features are part of the reform; *italicized features* are sometimes adopted by schools implementing the reform.

Accelerated Schools Project
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Chart III.A.1.1 Accelerated Schools Project

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning
Implemented Theory/ Philosophy	[Reflective Practice]	[Reflective Practice]	[Reflective Practice]	[Reflective Practice]	[Reflective Practice]	[Reflective Practice]	[Reflective Practice]
Professional Development	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]
Parent Involvement	Parent Participation in Planning Curriculum [*Parent Volunteers*]	Parent Participation in Planning Curriculum [*Parent Volunteers*]	Parent Participation in Planning Curriculum [*Parent Volunteers*]	Parent Participation in Planning Curriculum [*Parent Volunteers*]	Parent Participation in Planning Curriculum [*Parent Volunteers*]	Parent Participation in Planning Curriculum [*Parent Volunteers*]	Parent Participation in Planning Curriculum [*Parent Volunteers*]
Organization/ Structure	Classroom-Based Heterogeneous Groups	Classroom-Based Heterogeneous Groups Small Groups	Classroom-Ba-ed Heterogeneous Groups Small Groups	Classroom-Based Heterogeneous Groups Small Groups *Peer Tutoring* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Trade Books*
Instructional	Paired Reading *Interpreting/ Discussion*	Paired Reading *Interpreting/ Discussion*	Collaborative Groups Paired Reading Performance Assessment *Interpreting/ Discussion*	Collaborative Groups Paired Reading Performance Assessment *Interpreting/ Discussion*	Collaborative Groups Paired Reading Performance Assessment *Computer as a Tool* *Creative Writing* *Interpreting/ Discussion*	Collaborative Groups Performance Assessment *Computer as a Tool* *Creative Writing* *Interpreting/ Discussion*	Collaborative Groups Computer as a Tool Performance Assessment *Creative Writing* *Interpreting/ Discussion*

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Chart III.A.1.2 Accelerated Schools Project

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning
Implemented Theory/ Philosophy	[Reflective Practice]	Acceleration Constructivist Learning [Reflective Practice]	Acceleration Constructivist Learning [Reflective Practice] Thematic Teaching	Acceleration Constructivist Learning [Reflective Practice] Thematic Teaching Whole Language	Acceleration Concept Development Constructivist Learning [Reflective Practice] Thematic Teaching	Acceleration Concept Development [Reflective Practice] Student Empowerment Thematic Teaching	Acceleration Concept Development Constructivist Learning [Reflective Practice] Thematic Teaching	Acceleration Concept Development [Reflective Practice] Student Empowerment
Professional Development	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]
Parent Involvement	*Parent Participation in Planning Curriculum* *Parent Instruction Training/Reading* *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]* *Parent Instruction Training/Reading*	Parent Participation in Planning Curriculum *Parent Instruction Training/Reading* *[Parent Volunteers]*	Parent Participation in Planning Curriculum *Parent Instruction Training/Reading* *[Parent Volunteers]*	Parent Participation in Planning Curriculum *Parent Instruction Training/Reading* *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*
Organization/ Structure	Classroom-Based Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Diagnostic Procedures Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*
Classroom Instruction	Collaborative Teams Performance Assessment *Computer as a Tool* *Interpreting/ Discussion* *Paired Reading*	Authentic Instruction Collaborative Teams Computer as a Tool Inquiry Learning Performance Assessment *Creative Writing* *Interpreting/ Discussion* *Paired Reading*	Authentic Instruction Collaborative Teams Computer as a Tool Performance Assessment Project-Based Instruction *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Computer as a Tool Performance Assessment *Creative Writing* *Interpreting/ Discussion* *Paired Reading*	Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Inquiry Learning Performance Assessment Project-Based Instruction *Interpreting/ Discussion* *Paired Reading*	Authentic Instruction Collaborative Teams Computer as a Tool Inquiry Learning Performance Assessment Project-Based Instruction *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Performance Assessment *Creative Writing* *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Computer as a Tool Performance Assessment *Creative Writing* *Interpreting/ Discussion*

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Chart III.A.1.3 Accelerated Schools Project

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level-Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning	Formative Program Evaluation [Inquiry] [Instructional Guidance] [Study Group/ School] Taking Stock Visioning
Implemented Theory/ Philosophy	Acceleration Constructivist Learning [Reflective Practice]	Acceleration Concept Development Constructivist Learning [Reflective Practice] Thematic Teaching	Acceleration Concept Development Constructivist Learning [Reflective Practice] Student Empowerment Thematic Teaching	Acceleration Concept Development Constructivist Learning [Reflective Practice] Thematic Teaching	Acceleration Concept Development Constructivist Learning [Reflective Practice]	Acceleration Concept Development Constructivist Learning [Reflective Practice]	Acceleration Concept Development Constructivist Learning [Reflective Practice] Thematic Teaching
Professional Development	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]	Certified Specialist [In-Service Workshops] Networking/PLL [On-Site Facilitator] [Teacher Collaboration]
Parent Involvement	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *Parent Reading* *Instructional Training* *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*	Parent Participation in Planning Curriculum *[Parent Volunteers]*
Organization/ Structure	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Supplemental Learning*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Interactive Learning Small Groups *Peer Tutoring* *Student-Initiated Learning Centers*	Classroom-Based Heterogeneous Groups Small Groups *Peer Tutoring* *Student-Initiated Learning Centers* *Trade Books*	Classroom-Based Heterogeneous Groups Small Groups Thematic Units *Peer Tutoring* *Student-Initiated Learning Centers*
Classroom Instruction	Authentic Instruction Collaborative Teams Computer as a Tool Journals Performance Assessment Project-Based Instruction *Creative Writing* *Interpreting/ Discussion*	Collaborative Teams Performance Assessment *Creative Writing* *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Computer as a Tool Performance Assessment Project-Based Instruction *Creative Writing* *Interpreting/ Discussion* *Paired Reading*	Authentic Instruction Collaborative Teams Computer as a Tool Performance Assessment Project-Based Instruction *Creative Writing* *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Computer as a Tool Performance Assessment Project-Based Instruction *Creative Writing* *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Performance Assessment *Creative Writing* *Interpreting/ Discussion*	Authentic Instruction Collaborative Teams Performance Assessment Project-Based Instruction *Creative Writing* *Interpreting/ Discussion*

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2. ATLAS Communities

By Siri Ann Loescher and Stacy Jacob

Program Description

The ATLAS (Authentic Teaching, Learning and Assessment for all Students) Communities is a process-oriented school reform model designed as a collaboration between four school reform organizations: The Coalition for Essential Schools, the School Development Program, Project Zero, and the Education Development Center.[2] The ATLAS design places emphasis on two areas: 1) the development of an educational pathway of schools from elementary through high school that work in conjunction with one another to articulate standards, assessments, and educational reform efforts throughout the pathway; and 2) changing classroom practices with an emphasis on "Teaching for Understanding"—focusing on fewer topics in much greater depth—and the use of constructivist teaching methods and authentic, performance-based assessment.

The model promotes building teachers' capacities for implementing classroom innovations through professional development supported primarily through *Study Group/Teachers*, teacher collaboration and reflective practice. The model also posits that for this reform to be successful it is necessary to create specific organizational structures within the schools and the pathway. The design requires *Site-Based Management*, emphasizes district coordination (to support K-12 pathway), and encourages schools to involve the greater school community in the reform process. The ATLAS design is firmly rooted in teacher professionalism, asserting that for change to be meaningful and sustainable, it must be designed and implemented by the school itself.

ATLAS is ambitious in scope. For each of the many reform activities, the ATLAS design asserts that schools are responsible for charting their own path (e.g., schools design their own system of assessments and instruction rather than adopting a prescribed

[2] The Coalition of Essentials Schools (CES) advocates authentic teaching/learning focusing on the depth of over the breadth of knowledge. CES promotes professional development through action research and reflective practice. The School Development Program (See Part III.5) focuses on child development and involving the community in the development of a school climate conducive to academic success. Project Zero focuses on applying multiple intelligence theory to schools through authentic assessment and teaching. The Education Development Center develops innovative curriculum and professional development that emphasize inquiry and project-based learning.

curriculum). This is a time-intensive process. A lengthy timeline is expected for schools to fully implement the model (typically three years). The model also strives for a balance between an externally designed model for reform, and an internally (at the school) designed path and set of reform activities. It allows some flexibility in the implementation of the model, including the sequence and shape of some of the reform activities. Because of this flexibility it is less clear than with some of the other process-oriented models which program components are required versus recommended parts of the reform process.

ATLAS Communities' approach towards improving reading instruction is embedded in its overall reform model. The design allows schools to create their own solutions to literacy, develop strong language arts skills through action research, develop and link learning standards and assessments, and incorporate teaching methods consistent with 'Teaching for Understanding.' The schools use state reading standards as a part of this process. ATLAS is also concerned with creating a community of involved teachers, administrators, and parents that develop strategies to help children learn to read. The model relies upon reflective practice and teacher research as means of improving the teaching of reading and thus, student reading outcomes. In upper grades, the approach suggests that ATLAS schools would encourage reading development throughout all curricular areas. The model's program features are depicted in Figure III.A.2.

School-Wide Features

Before agreeing to work with a school, the ATLAS design team requires a commitment from the school district to provide support to the school in its reform efforts, including providing a district employee to serve as an ATLAS liaison. The liaison works with each of the pathway schools, as well as a committee of representatives from each school, to coordinate the pathway's reform efforts. In addition, the district agrees to devolve autonomy to the school with regard to decision-making in areas such as resource allocation and staffing, in order to give the school more latitude in developing, implementing, and evaluating various reform efforts. The schools, in turn, agree to use a form of participatory *Site-Based Management*.

The *Site-Based Management* body is called a School Planning and Management Team (SPMT), which is composed of representative teachers and administrators and may

include parent and community representatives. The SPMT facilitates the reform activities conducted by *Study Group/Teachers,* and along with the ATLAS coordinators, guides the school through the ATLAS implementation process. In addition to the SPMT, the model requires the establishment of a representative group for the entire pathway of schools. Representatives from ATLAS pathway schools coordinate reform activities in order to extend the curriculum and assessment across the K-12 pathway.

The ATLAS model requires several school-wide processes, though not in a specific sequential order or dictated form, for which the *Study Group/Teachers* are responsible. The roles of the study groups vary depending on the task, but most often they work in one of the following capacities: to conduct and analyze research, to develop 'solutions' to address identified needs, to design learning standards and aligned assessments, and to provide teachers with on-going professional development through collaborative action research and reflective practice. The study groups meet regularly to conduct this work.

ATLAS schools use the baseline data from *Taking Stock,* as well as data from on-going *Formative Program Evaluations,* to guide their reform efforts. The school analyzes this information to determine areas to be addressed by study groups. These activities reflect key aspects of the reform which are true for student learning as well for the reform process itself: the model asserts that assessment is vital to guiding learning (and reform); that data need to be continually gathered and reviewed in order to adjust teaching (and reform efforts); and that multiple sources of authentic data should be sought in order to give the teacher (or school) more accurate information to guide the decisions about teaching (and the reform activities).

The ATLAS school establishes *Instructional Guidance* through the development of learning standards and assessments that are integral to the model. Clearly articulated standards—understood by the learner—are considered essential for successful student achievement. Authentic assessment tools that are directly aligned with the standards give teachers and students a better understanding of what has and has not been learned. This guides the instruction to be adapted accordingly and increases the likelihood that students will meet learning standards. *Study Groups/Teachers* conduct research, analyze student work, and collaborate to develop these materials.

The ATLAS designers envision a learning community that extends beyond the school. Thus many ATLAS schools will establish a *Parent/Community Group* to steer this part of the reform.

Implemented Theories/Philosophies

The ATLAS model's theories of learning are rooted in the philosophy of 'Teaching for Understanding,' and promote both *Concept Development* and *Constructivist Learning.* The approach centers around teaching which focuses on understanding and uses higher order thinking skills as a means for acquiring knowledge. This approach emphasizes the ability to use knowledge (or facts) in complex tasks that demonstrate both concrete and abstract comprehension rather than the ability to retain and recite facts as an instructional end. The model views the learning process itself as *Constructivist Learning*—where new learning is constructed by building cognitive connections between a student's existing understanding and the new information in an interactive process.

The ATLAS reform creates a balance between two potentially conflicting learning theories/approaches: *Child-Centered/Developmental* and *Standards-Based Instruction.* With the first, *Child-Centered/Developmental,* attention is given both at the classroom and the school-wide level to the developmental appropriateness of instruction and methods, and to individual students' development. This suggests allowing flexibility both at the classroom level (allowing differences between how teachers teach specific materials based on the individual class) and at the student level (allowing some degree of individualization of instruction for students). The second theory, *Standards-Based Instruction*, places an emphasis on establishing very clear learning objectives for all students and designing both instruction and assessments that are directly related to those standards. Thus, while the model suggests a key role for standards, it also asserts that students may reach those same standards by slightly different paths.

The ATLAS reform is rooted in *Teacher Professionalism,* based on the belief that those reform actions taken by the school—that are developed at the school—will be implemented with greater investment and willingness to change and challenge traditional beliefs and practices at the school. ATLAS adheres to this so strongly that some leverage in applying the model to the school is given away from the model's designers to the

school. This allows for greater flexibility for the school, but results in less consistency in implementation of the model.

The model also subscribes to *Reflective Practice* as a primary model of improving teaching and sustaining professional development. Change in instructional practice is assumed to happen through on-going discussions about practice, study of student and teacher work, and collaborative planning and teaching.

Professional Development Features

The ATLAS reform initially trains the school through a *School-Site Training.* Both the initial training and all aspects of program implementation are supported by a *Certified Specialist* and an *On-Site Facilitator. In-Service Workshops* are used to provide additional training. The model also promotes continued training and growth in understanding the model through a coordinated set of site visits that connect new schools (those beginning implementation of the model) to more mature ATLAS schools. The "new school" sends teams of teachers to the mature school for observations and discussions about the ATLAS reform and methods. Later, the ties between the schools form a "critical friends" support system, where the more mature school provides feedback, ideas, and support to the new school.

The ATLAS reform delivers additional professional development through various *Networking* opportunities, including several in-depth training institutes for teachers and administrators. These institutes mirror a training of trainers method. Those who attend are expected to provide training to the rest of the faculty.

ATLAS emphasizes the role of *Study Group/Teachers* in professional development. The schools' professional development activities are determined by needs identified by the study groups rather than by externally prescribed directives (e.g., a district mandate on science education). Additionally, the study groups themselves are considered to be primary vehicles for sustaining professional development through *Teacher Collaboration* and action research conducted through *Teacher Inquiry Portfolios* and sometimes through *Peer Review/Observation.*

Parent/Community Involvement Features

Parent involvement in the ATLAS reform efforts is valued at all levels and phases of the reform. The model posits that the reform process engages parents and the community in order to create a cohesive community effort to improve the students' educational outcomes. The model encourages schools to reach out, but leaves the specifics of how to do so up to the school.

ATLAS promotes incorporating several specific parent involvement features into schools' reform activities. *Parent Awareness* efforts are encouraged to inform parents of the schools' activities. *Parent Participation in Site-Based Management* is advocated by the model. Parent conferences are also encouraged to serve as points to bring parents more actively into their children's education.

ATLAS also promotes a proactive role of the school in meeting the needs of children, which sometimes include areas beyond the traditional scope of schools. As such, both *Health Care Assistance* and *Support Services* may be implemented by ATLAS schools.

Organizational/Structural Features

Because ATLAS is a process-oriented reform, organizational/structural features are not prevalent. Assessment is central. Both Diagnostic Procedures and Frequent Assessment are essential in the classroom. Portfolios are another way that children's learning is assessed and demonstrated. This may include the use of Cross-Year Portfolios to demonstrate student growth across grade levels.

Depending upon a school's improvement plan, several other features may be a part of the instructional program based on their consistency with the model's implemented theories. These features include, but are not limited to, *Interactive Learning*, *Thematic Units*, *Individualized Instruction*, *Heterogeneous Grouping*, and *Small Groups*.

ATLAS schools are encouraged to consider programmatic means of addressing the needs of students who are struggling to meet academic standards. Accordingly, some ATLAS schools may implement the following strategies: *Supplemental Learning*, *Peer Tutoring*, and *Double Periods* of English (at the middle or high school level).

Classroom Instructional Features

As earlier stated, ATLAS is process-oriented and thus, while a type of teaching is suggested through the focus on Teaching for Understanding, it is not prescribed. However, several methods associated with reading instruction—related to creating meaning-oriented instruction—are important to the model. These include *Authentic Instruction, Inquiry Learning* and *Project-Based Instruction.* In addition, *Performance Assessment* helps measure a child's success in the classroom and suggests areas of emphasis to the teacher. Other features that fit well with the philosophy of the model and that may be present in a particular school's implementation are *Interpreting Discussion, Scaffolding,* and *Collaborative Teams.*

Targeted Literacy Outcomes

Because the ATLAS model is process-oriented, each school's implementation of the model emerges differently and is unique to that school. Therefore, the links to specific reading outcomes are weak. However, several aspects of the model suggest there is such a linkage. First, the model requires schools to establish clear learning standards and assessments to guide the instructional program of the school, and the schools incorporate state standards as a part of this process. Thus, the resulting curricular program will be associated with those standards. Schools using the ATLAS model will target specific literary outcomes (e.g. *Emergent Literacy, Decoding A*, and so forth) to the extent that state standards emphasize these outcomes. Second, the creation of a caring community of adults who are committed to each child's education can be highly effective in mobilizing resources and efforts in order to create effective readers.

Addressing Indiana Academic Standards for Reading

Because the model does not advocate a specific Language Arts program or an Early Literacy program, but instead relies upon a school's implementation of the reform process (which takes several years to fully implement), the model is reviewed in two ways in terms of addressing standards. First is consideration of the instructional approaches, regardless of the reform activities, that are promoted by the model. Second is review of the reform processes and the likely results in terms of classroom practice related to reading.

The instructional approach advocated by ATLAS emphasizes teaching for meaning, and building conceptual understandings and the ability to use those concepts to complete complex tasks in order to demonstrate learning. These methods are consistent with the types of learning activities specified in most of the Indiana reading standards. Thus, at least, most standards will be partially addressed.

The ATLAS Communities reform model requires schools to use state standards to guide the instructional efforts of the reform. Moreover, the schools develop assessment tools to be used in classrooms that are based on the standards. Teachers use the standards and assessment to direct their classroom teaching, creating and implementing standards-based instruction. The reliance upon frequent collaboration and the work of study groups should increase the transference and uses of methods and materials found to be particularly useful in helping students meet standards. In short, while the model does not prescribe a curriculum or an instructional approach (though an approach to instruction is strongly advocated) the reform process itself allows schools to align both curriculum and instruction to fully address all standards.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

Because the model does not target emergent literacy explicitly, methods associated with the two of the K-1 standards areas (Concepts in Print and Phonemic Awareness) are not a part of the model. The other standard areas (Decoding and Word Recognition, and Vocabulary and Concept Development) are likely to be, at the least, partially addressed by the ATLAS instructional approach. However, through the model's reform process, schools use state standards to develop curricula and assessments. Thus, all of the Indiana Reading Standards at all levels should be directly and fully addressed through implementing the ATLAS model.

Standard 2: Reading Comprehension

These standards are all at least partially addressed through the instructional approaches associated with ATLAS and are fully addressed through the model's reform processes.

Standard 3: Literary Response and Analysis

These standards are all at least partially addressed through the instructional approaches associated with ATLAS and are fully addressed through the model's reform processes.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

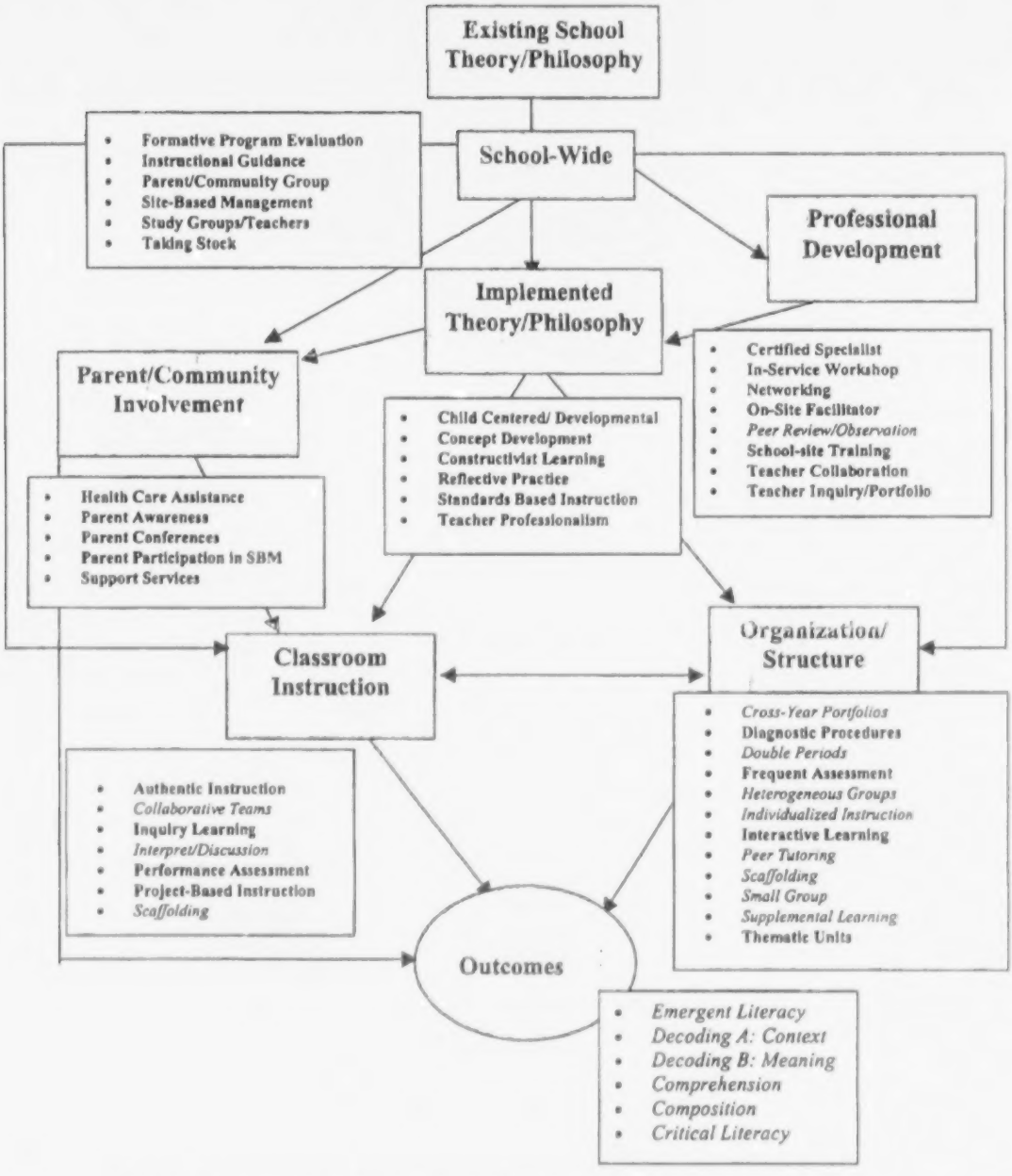
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

Figure III.A.2
ATLAS Communities
Program Features



Bolded features are part of the reform, *italicized features* are sometimes adopted by schools implementing the reform.

ATLAS Communities
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ATLAS Communities
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Chart III.A.2.1 ATLAS Communities

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock
Implemented Theory/Philosophy	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction
Professional Development	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] *[Peer Review/ Observation]* [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*
Parent Involvement							
Organization/ Structure	Classroom-Based Diagnostic Procedures Frequent Assessment *Heterogeneous Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment *Heterogeneous Groups* *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment *Heterogeneous Groups* *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment Pullout Program *Heterogeneous Groups* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units *Heterogeneous Groups* *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units Trade Books *Heterogeneous Groups* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units Trade Books *Heterogeneous Groups* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*
Instructional Classroom	*Interpreting/ Discussion*	*Interpreting/ Discussion*	Performance Assessment *Collaborative Teams* *Interpreting/ Discussion*	Performance Assessment *Collaborative Teams* *Interpreting/Discussion*	Performance Assessment *Collaborative Teams* *Interpreting/ Discussion* *Scaffolding*	Performance Assessment *Collaborative Teams* *Interpreting/Discussion* *Scaffolding*	Performance Assessment *Collaborative Teams* *Interpreting/Discussion* *Scaffolding*

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Chart III.A.2.2 ATLAS Communities

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock
Implemented Theory/ Philosophy	[Reflective Practice] Standards-Based Instruction	Constructivist Learning [Reflective Practice] Standards-Based Instruction	Constructivist Learning [Reflective Practice] Standards-Based Instruction	Child Centered/ Developmental Constructivist Learning [Reflective Practice] Standards-Based Instruction	Child Centered/ Developmental Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development [Reflective Practice] Standards-Based Instruction	Child Centered/ Developmental Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development [Reflective Practice] Standards-Based Instruction
Professional Development	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*
Parent Involvement								
Organization/ Structure	Classroom-Based *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Interactive Learning Thematic Units *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Cross-Year Portfolios Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Cross-Year Portfolios Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Cross-Year Portfolios Frequent Assessment Interactive Learning Thematic Units *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Cross-Year Portfolios Frequent Assessment Interactive Learning *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Cross-Year Portfolios Frequent Assessment Interactive Learning *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*
Classroom Instruction	Performance Assessment *Collaborative Teams* *Interpreting/Discussion* *Scaffolding*	Authentic Instruction Inquiry Learning Performance Assessment *Collaborative Teams* *Interpreting/Discussion* *Scaffolding*	Authentic Instruction Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/Discussion*	Authentic Instruction Performance Assessment *Scaffolding* *Collaborative Teams* *Interpreting/Discussion*	Authentic Instruction Inquiry Learning Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/Discussion*	Authentic Instruction Inquiry Learning Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/Discussion*	Authentic Instruction Performance Assessment *Collaborative Teams* *Interpreting/Discussion* *Scaffolding*	Authentic Instruction Performance Assessment *Collaborative Teams* *Interpreting/Discussion*

Chart III.A.2.3 ATLAS Communities

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level-Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Taking Stock
Implemented Theory/ Philosophy	Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Child-Centered/ Developmental Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction	Concept Development Constructivist Learning [Reflective Practice] Standards-Based Instruction
Professional Development	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*	Certified Specialist [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio] *[Peer Review/ Observation]*
Parent Involvement							
Organization/ Structure	Classroom-Based Interactive Learning *Cross-Year Portfolios* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Interactive Learning *Cross-Year Portfolios* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units *Cross-Year Portfolios* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Thematic Units *Cross-Year Portfolios* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Interactive Learning *Cross-Year Portfolios* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based *Cross-Year Portfolios* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*	Classroom-Based Thematic Units *Cross-Year Portfolios* *Individualized Instruction* *Peer Tutoring* *Small Groups* *Supplemental Learning*
Classroom Instruction	Authentic Instruction Performance Assessment Project-Based Instruction *Scaffolding* *Collaborative Teams* *Interpreting/ Discussion*	Performance Assessment *Collaborative Teams* *Interpreting/ Discussion*	Authentic Instruction Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/ Discussion* *Scaffolding*	Authentic Instruction Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/ Discussion* *Scaffolding*	Authentic Instruction Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/ Discussion* *Scaffolding*	Authentic Instruction Performance Assessment *Collaborative Teams* *Interpreting/ Discussion*	Authentic Instruction Performance Assessment Project-Based Instruction *Collaborative Teams* *Interpreting/ Discussion*

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3. Lightspan Achieve Now

By Siri Ann Loescher, Osman Cekic and Stacy Jacob

Program Description

The Lightspan Achieve Now program is unique among the comprehensive school reforms included in this review in two ways. First, the program is primarily a technology-based, content area reform (reading and math). Second, the designers are a for-profit organization. The K-8 program was initially designed as a supplemental program to enhance student learning in reading and math by providing extended time-on-task and by increasing parent involvement in student learning. The extended learning program involved using various Lightspan computer-based activities that targeted skill acquisition, and could be used either in the classroom or as a stand-alone, supplemental program (e.g., an after-school computer lab.) The program utilizes computer software, internet resources, and printed materials. The home involvement program includes training parents, loaning hardware (Sony's PlayStation®), and sending home Lightspan Adventures (learning games) coordinated with students' schoolwork.

With the advent of the CSR movement, the designers developed ways that the Lightspan Achieve Now model could assist schools in their systemic restructuring efforts. The model provides processes for studying student performance in relation to state learning standards in order to develop and implement standards-based instruction. In this process, the Lightspan materials become articulated into the schools' reading and math curricula. In addition, the design promotes the use of various professional development, organizational, and instructional features geared towards increasing student achievement. In addition, the designers continue to incorporate various technology (and internet) based resources to assist schools in using the Lightspan model to meet learning standards. For example, Lightspan's web site links specific state standards to available materials and ideas such as lesson plans, portfolio and journal ideas, on-line resources, and Lightspan Adventure games.

It is important to differentiate the implementation of Lightspan as a supplemental program for improving skills through extended learning time and home involvement, from implementation of Lightspan as a model for comprehensive school reform. As a

supplemental program it could be implemented in isolation from the core work of the school, and have little impact on the overall school. This review considers only the school-wide implementation of the Lightspan Achieve Now program.

The Lightspan program uses state reading standards to create standards-based instruction, incorporating various Lightspan materials and resources, in order to increase students' reading outcomes. The training in developing standards-based instruction not only ensures that the school approaches reading instruction with intentionality, but also encourages teachers to consider incorporating various methods into classroom instruction that will enhance student learning. For example, journaling activities are to increase students' conceptual understanding of both abstract and concrete ideas. While the model encourages the incorporation of various Lightspan materials into the curriculum, the reading program is designed to augment rather than supplant the school's existing literacy/reading program. As a school-wide program, the model retains the emphasis of the original design on extending learning time and parents' involvement. One of Lightspan's main objectives is to encourage interaction among students, parents, and teachers towards a common goal: student achievement. The Lightspan Achieve Now program features are depicted in Figure III.A.3.

School-Wide Features

Upon deciding to adopt the Lightspan Achieve Now program, a school—which has up to now worked with a sales representative—is assigned a Lightspan consultant (a *Certified Specialist*) who works as a professional development facilitator. Additionally, a *Reform Team* is formed composed of members of the faculty who work with the consultant to plan the implementation of the Lightspan program. The *Reform Team* ensures that the process is tailored to the needs of the school and encourages ownership of the project by the school.

The Lightspan design promotes a systematic approach to create and continually improve standards-based instruction. This process involves a recurring cycle of research on student outcomes compared to learning standards; planning and implementing instruction based on that research; and assessing student outcomes through more research. To begin this cycle, schools gather baseline data on student outcomes that are used to guide the reform efforts. Each year the school conducts a two-part *Formative*

Program Evaluation. The staff conducts a self-implementation survey that provides feedback to the school about the degree of program implementation. Concurrently the Lightspan consultant gathers student outcome data that are reported to the school and to the designers. The results of these evaluations are used by the schools to refine their reform efforts.

Implemented Theories/Philosophies

The Lightspan design's primary theory of learning is *Standards-Based Instruction.* The design emphasizes that all students' learning can be increased through a cycle of standards-based research/planning/implementation and assessment of instruction. The design also encourages using varied instructional methods to encourage student engagement, address individual students' needs, and provide all students with the opportunity to achieve the learning standards.

The Lightspan reading materials at the early grades are based on a *Phonological Awareness* approach to literacy acquisition. The program reinforces these methods through the parent component in which parents are trained to support students' home use of the Lightspan Adventures. However, because Lightspan tailors its materials and services to schools (and the schools' state standards), the approach to reading and literacy is modified accordingly.

Professional Development Features

The school-wide approach to implementing Lightspan relies upon a strong professional development program. Teachers are trained through *School-Site Training* and receive additional *In-Service Workshops* in both developing standards-based instruction as a means for school improvement and in using various technological resources as instructional methods. Each school works with a *Certified Specialist* (a Lightspan consultant) who provides professional development. Schools dedicate a staff person to become a part-time *On-Site Facilitator* to assist the consultant and to provide classroom-level support to the faculty.

Because of its technology base, electronic *Networking* is an especially salient feature. Teachers are encouraged to share ideas and lesson plans, as well as participate in on-line forums geared towards teachers, parents, and students at the Lightspan internet site. At this web site there are numerous additional resources to provide teachers with on-

going support for implementation of the program. Included are links to topic-oriented web sites, various on-line learning communities, and other interactive features.

Parent/Community Involvement Features

Because Lightspan was originally developed as a homework replacement program geared towards increasing parent involvement in student learning, parent involvement features play an important, supportive role in the design. Engaging parents is key to the home involvement component. Both *Parent Awareness* and *Parent Communication* are used as means to strengthen home and school connections upon which active partnerships are built. When the home-involvement materials are coordinated with classroom work, parents become active participants in the effort to improve student outcomes by reinforcing student (classroom) learning. Parents of a Lightspan student will receive *Parent Instructional Training* so that they will be able to operate the video games that are provided for home use and be able to participate with their child in the learning activity. Each family in the Lightspan program receives a Sony PlayStation® and video games that help children learn at home. There is an implied *Learning Contracts/Parent* that requires that parents will make sure that students work with the Lightspan video games for 30-60 minutes a day.

The Lightspan design embraces parents as a valuable resource in the schools' efforts to meet high educational standards. In addition to the home involvement program, the Lightspan Achieve Now model provides various resources directly to parents through the internet, including learning activities, educational information (e.g., scholarly articles geared towards parents), and discussion forums.

Organizational/Structural Features

Assessment at the individual student level, the classroom level, and the school-wide level are important to the Lightspan design. In the classroom, *Diagnostic Procedures* are used to assess students' needs, to which instruction is tailored. *Frequent Assessments* are used to determine students' progress towards standards, giving information to the teacher when a change of instructional approach is needed.

Lightspan materials/resources may be used to provide whole-group instruction and *Individualized Instruction* (in learning centers within the classroom). The program encourages *Flexible Grouping* depending upon the needs of the students and the

particular standards being addressed. Teachers may use *Small Groups, One-on-One Tutoring*, or *Individualized Instruction.* Lightspan also encourages approaches geared towards increasing student engagement such as *Interactive Learning* and *Thematic Units.*

The design encourages giving students extended time on task through technology that is personalized to meet the needs of individual students, thus providing *Supplemental Learning.* This may take place after school or through a *Pullout Program.*

Classroom Instructional Features

Several instructional features are directly related to the Lightspan reform design. The model, based on interactive technology, incorporates both *Computer as a Tool* and *Computer Assisted Instruction* into the reading program. In addition, the design's emphasis on standards-based instruction requires the use of *Performance Assessments* to give feedback—beyond standardized tests—about student learning.

Technology is used to address emergent reading and decoding skills. Both *Phonemic Awareness* and *Pattern Discrimination* are recommended by the model.

In addition, the design promotes various non-technology instructional methods to encourage literacy acquisition. Students are encouraged to build familiarity and ease with reading through *Echo or Choral Reading* and *Pacing Oral Reading. Paired Reading* and *Silent Individual Reading* are used to foster student independence in reading. Several features such as *Interpreting/Discussion/Reading* and *Meaning Context/Predicting* are used to increase meaning-oriented reading.

Lightspan's program emphasizes the importance of developing writing skills as part of literacy acquisition. Students use *Emergent Spelling* to begin to learn the ways in which words become sentences and sentences become pieces of writing. Later students engage in writing activities such as *Journal* writing, *Essays,* and *Creative Writing* that strengthen writing skills and foster critical thinking.

Targeted Literacy Outcomes

Lightspan's focus on providing varied learning opportunities for students in the beginning phases of literacy acquisition, including extended learning time through technology and the home-involvement program, should be effective in improving student reading outcomes. The incorporation of features consistent with both phonics instruction and meaning-oriented reading suggests that literacy outcomes should include *Emergent*

Literacy, Decoding A and B, and *Comprehension*. In addition, the design incorporates various writing features that suggest *Composition* outcomes. Because fewer features present in the design are associated with *Critical Literacy*, the degree to which this would be addressed is based upon the state standards the school uses in their school improvement process. Indeed, early reports (information on school performance, reported by the company) suggest reading gains for students at schools using Lightspan, although confirmatory research is not yet available.

Addressing Indiana Academic Standards for Reading

The Lightspan design takes multiple approaches to addressing reading standards. The technology-based curricula provide extended time on task, including at home. The on-line resources available to teachers and parents give additional ideas and materials that can be used to increase students' literacy skills. Most importantly, the model provides a reform process and many resources that schools can use to develop and implement an instructional program that fully addresses the Indiana Academic Standards for Reading.

Along with the reform process, the model provides professional development in specific instructional approaches that are appropriate for reading instruction, in terms of both decoding and comprehension skills. These methods, even without an intentional focus on specific learning standards, should allow a school—at the least—to partially address all of the Indiana Reading Standards.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The instructional methods promoted by the Lightspan design and reinforced by the home-involvement component partially address these standards. The reform process—using standards to direct the school's reform—fully addresses these standards.

Standard 2: Reading Comprehension

The instructional methods promoted by the Lightspan design and reinforced by the home-involvement component partially address these standards. The reform process—using standards to direct the school's reform—fully addresses these standards.

Standard 3: Literary Response and Analysis

The instructional methods promoted by the Lightspan design and reinforced by the home-involvement component partially address these standards. The reform process—using standards to direct the school's reform—fully addresses these standards.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

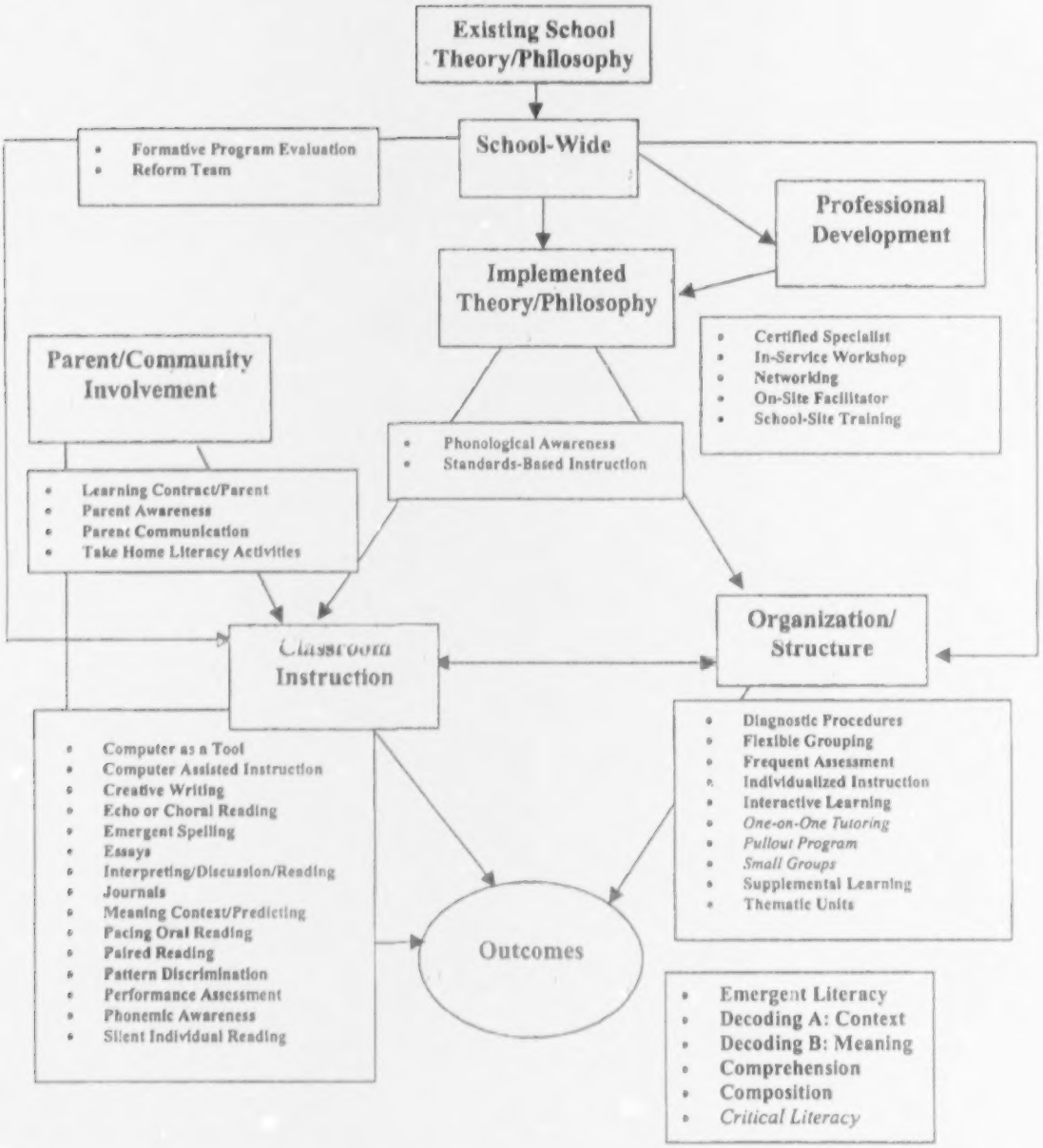
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

Figure III.A.3
Lightspan Achieve Now
Program Features



Bolded features are part of the reform; *italicized features* are sometimes adopted by schools implementing the reform

Lightspan Achieve Now
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Web Site: http://www.lightspan.com

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Chart III.A.3.1 Lightspan Achieve Now

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	**Formative Program Evaluation**	**Formative Program Evaluation**	**Formative Program Evaluation**	**Formative Program Evaluation**	**Formative Program Evaluation**	**Formative Program Evaluation**	**Formative Program Evaluation**
Implemented Theory/ Philosophy	**Phonological Awareness** **Standards-Based Instruction**	**Phonological Awareness** **Standards-Based Instruction**	**Phonological Awareness** **Standards-Based Instruction**	**Standards-Based Instruction**	**Standards-Based Instruction**	**Standards-Based Instruction**	**Standards-Based Instruction**
Professional Development	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator
Parent Involvement	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]
Organization/ Structure	Diagnostic Procedures Frequent Assessment Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program*	Diagnostic Procedures Frequent Assessment Individualized Instruction Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Frequent Assessment Individualized Instruction Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Frequent Assessment Individualized Instruction Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*
Instructional Classroom	Computer Assisted Instruction Echo or Choral Reading Interpreting/ Discussion Pacing Oral Reading Paired Reading Phonemic Awareness	Computer Assisted Instruction Echo or Choral Reading Interpreting/ Discussion Pacing Oral Reading Paired Reading Phonemic Awareness	Computer Assisted Instruction Echo or Choral Reading Emergent spelling Interpreting/ Discussion Pacing Oral Reading Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness	Computer Assisted Instruction Interpreting/Discussion Performance Assessment Paired Reading	Computer Assisted Instruction Creative Writing Echo or Choral Reading Emergent Spelling Interpreting/ Discussion Journals Pacing Oral Reading Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness	Computer Assisted Instruction Computer as a Tool Creative Writing Interpreting/Discussion Journals Paired Reading Performance Assessment	Computer Assisted Instruction Computer as a Tool Creative Writing Essays Interpreting/Discussion Journals Paired Reading Performance Assessment

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Chart III.A.3.2 Lightspan Achieve Now
INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation
Implemented Theory/ Philosophy	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction
Professional Development	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator
Parent Involvement	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]
Organization/ Structure	Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Individualized Instruction Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Flexible Grouping Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*
Classroom Instruction	Computer as a Tool Interpreting/ Discussion Journals Paired Reading Performance Assessment	Computer as a Tool Computer Assisted Instruction Creative Writing Essays Interpreting/ Discussion Journals Paired Reading Performance Assessment	Computer as a Tool Computer Assisted Instruction Essays Interpreting/ Discussion Journals Performance Assessment	Computer as a Tool Computer Assisted Instruction Creative Writing Echo or Choral Reading Essays Interpreting/ Discussion Journals Meaning Context/ Predicting Paired Reading Pacing Oral Reading Performance Assessment Silent Individual Reading	Computer as a Tool Computer Assisted Instruction Creative Writing Drama Essays Interpreting/ Discussion Journals Meaning Context/ Predicting Paired Reading Performance Assessment Silent Individual Reading	Computer as a Tool Computer Assisted Instruction Essays Interpreting/ Discussion Journals Performance Assessment	Computer Assisted Instruction Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Silent Individual Reading	Computer as a Tool Computer Assisted Instruction Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Silent Individual Reading

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Chart III.A.3.3 Lightspan Achieve Now

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation	Formative Program Evaluation
Implemented Theory/ Philosophy	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction	Standards-Based Instruction
Professional Development	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator
Parent Involvement	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]	[Learning Contract/ Parent] [Take Home Literacy Activities]
Organization/ Structure	Flexible Grouping Interactive Learning Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Interactive Learning Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Diagnostic Procedures Flexible Grouping Frequent Assessment Individualized Instruction Interactive Learning Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Flexible Grouping Individualized Instruction Interactive Learning Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Flexible Grouping Individualized Instruction Supplemental Learning *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*	Flexible Grouping Individualized Instruction Supplemental Learning Thematic Units *Classroom-Based* *One-on-One Tutoring* *Pullout Program* *Small Groups*
Classroom Instruction	Computer as a Tool Computer Assisted Instruction Creative Writing Essays Interpreting/ Discussion Journals Paired Reading Performance Assessment Silent Individual Reading	Creative Writing Essays Interpreting/ Discussion Paired Reading Performance Assessment Silent Individual Reading	Computer as a Tool Computer Assisted Instruction Creative Writing Essays Interpreting/ Discussion Journals Meaning Context/ Predicting Paired Reading Performance Assessment Silent Individual Reading	Computer as a Tool Computer Assisted Instruction Creative Writing Essays Interpreting/ Discussion Journals Meaning Context/ Predicting Paired Reading Performance Assessment Silent Individual Reading	Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Silent Individual Reading	Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Silent Individual Reading	Creative Writing Essays Interpreting/ Discussion Performance Assessment Silent Individual Reading

4. Modern Red Schoolhouse

By Siri Ann Loescher and Stacy Jacob

Program Description

Modern Red Schoolhouse (MRSh) is a process-oriented, standards-driven school reform process that can be used in elementary, middle, and high schools. The design places emphasis on the development of a learning community to find and implement effective ways to teach. Originally the project developed a set of rigorous content standards and "Hudson Units" (a curriculum) with related assessments based on those standards from which schools would work. The major premises of Modern Red Schoolhouse are that all instruction should be carefully and intentionally designed to meet rigorous learning standards, should use varying methods of instruction, and should foster greater independence to—and give increasing responsibility for—students in the learning process. Since most states have developed learning standards to which schools are held accountable through public reporting and accreditation processes, Modern Red Schoolhouse adapted their reform design to use the schools' state standards in place of the MRSh standards and materials which are used instead as resources. Thus, the schools develop and implement a standards-based curriculum that is based on their state standards.

Because the reading program for each MRSh school is locally developed and based on local state standards, the reading program will look different from school to school. The model is more than a design to develop a curriculum. Various program components such as professional development and parent involvement are structured to maximize the impact of the schools' program on student learning. For example, during the process of developing the reading curriculum, teachers study the state reading standards, do research on methods and assessments that are appropriate for the curriculum, and acquire professional development in those methods. Therefore, the MRSh program identifies more process-oriented features, and leaves most instructional and organizational features to the school. The program features associated with the MRSh reform design are depicted in Figure III.A.4.

School-Wide Features

After a *Buy-In* process the school *Takes Stock,* gathering both student data, to determine how the school is currently performing, and information about resources used by and available to the school. The school uses the results of the *Taking Stock* as baseline information that, along with the state standards, guides a *Backmapping* process for the development of a curriculum framework, instruction units, and assessments.

The *Backmapping* process and the resulting curricular units are the primary vehicles for change at the school. *Study Groups/Teacher* work though the process across the school year; the goal is to develop a fully-articulated curriculum that has been tested by classroom teachers during the design process and which is ready to be implemented school-wide. The state standards, through the *Backmapping* process, provide *Instructional Guidance* to the school, by creating the framework that guides schools' reform activities. The teacher-designed curriculum includes specifically sequenced instructional activities and assessments that create school-wide *Systematic Learning.*

Several school-wide features are related to classrooms' instruction and organization. First is the broadening of classrooms at the elementary level from strict grade levels to looser groupings of several grades (e.g., first through third) in multi-age classrooms, and may include *Looping*. By freeing the adherence to grade limit, this feature provides teachers with greater latitude to teach developmentally, to use a variety of strategies, such as flexible grouping (see organization/structure), and to adapt instruction to individual students' needs. The second feature is technology requirements for the school—the investment in technology prior to implementation. Schools are expected to utilize technology to enhance learning and expand the number of available learning resources. Technology is used for direct instruction, as a tool for instruction (such as regular viewing and analysis of cable news), and as a means for communication among individuals within a school, between school sites, and with the MRSh specialists. Finally, schools are encouraged to develop *Learning Contracts/School* based on students' Individual Education Compacts (IEC), where the school, the student, and the parents each agree to specific activities and responsibilities related to the student's IEC (see classroom instruction).

The model places value on decisions about the reform being made at the school-site (rather than at the district), and on broad participation in the making of those decisions. The school designates a *Reform Team* to work with MRSh specialists to plan, coordinate, and facilitate reform activities. In addition, Modern Red Schoolhouse uses *Site-Based Management* to relegate more decision-making autonomy from the district to the school, and to involve teachers in shared decision-making.

Participation in the reform is sought beyond the school through *Community Partnerships*. Schools are encouraged to seek different kinds of partnerships from all sectors of the community in three different types of initiatives: developing a pre-school consortium, a school-to-work initiative (generally at the high school level), and issues related to school climate.

An annual *Formative Program Evaluation* is conducted by the Modern Red Schoolhouse specialists. Data are collected electronically throughout the year to give feedback to the school and the model providers about implementation, student performance, school performance, and needs of the school. This evaluation is used by the MRSh specialists to determine how best to serve the school and is returned to the school to assist the school in their on-going reform efforts.

Implemented Theory/Philosophy

The Modern Red Schoolhouse subscribes to a set of philosophies about learning which suggests the general direction of the academic program likely to evolve in a MRSh school. The model subscribes to a *Child-Centered/Developmental* theory of learning, where the strengths of a child are built upon in a developmentally appropriate manner, rather than prescribing sets of lessons determined by grade or age. Consistent with the developmental approach to learning, MRSh advocates a balanced literacy program that draws from both *Phonological Awareness* and *Whole Language*.

Modern Red Schoolhouse emphasizes *Concept Development* in instruction. The model uses the term "spiraling curriculum" to focus on the nature of an articulated curriculum (K-12) that grows not only in scope of knowledge, but also in complexity and sophistication of academic work, such that conceptual understanding is needed at every level of the curriculum so that students may build upon those understandings at more advanced levels. The model views the curriculum as building towards a *Self-Extending*

System, where students are given the skills and responsibility to take on increasing independence in their learning and studies and encourages *Student Empowerment.*

Modern Red Schoolhouse's theories on reform are strongly interrelated. The model adheres to *Teacher Professionalism,* in which reform is believed to be most effective and efficacious when planned and implemented at the school-site using the expertise of the faculty. The model also posits that reforming the *what* and *how* of teaching in schools should be based on *Standards-Based Instruction.* The standards should drive the selection of content and should suggest the instructional methods and related embedded performance assessments. To ensure that all students attending the school receive the same standards-based instruction, there should be a *Prescribed Curriculum* developed by the teachers, which is based on the standards.

Professional Development

Modern Red Schoolhouse uses an *On-Site Specialist* to provide the initial *School-Site Training* in the reform process. The school designates a leadership team, which receives additional training from Modern Red Schoolhouse and serves as *On-Site Facilitators.* The leadership team coordinates additional school-site professional development efforts and provides support to the faculty during implementation.

The reform relies heavily on professional development and recommends teachers attend twenty days of training across the school year. The extensive professional development includes training in the reform process and in specific instructional and assessment methods. This professional development assists teachers in the *Backmapping* process and in the classroom implementation of the teacher-developed, standards-based units. The configuration of the training is set by the school and district in terms of setting aside the time for trainings that often include *In-Service Workshops*, release time, after-school activities, and/or summer institutes. During the *Taking Stock* and *Backmapping* processes, the reform team, along with the *On-Site Specialist,* determines the professional development needs of the faculty and plans the training activities accordingly.

Along with professional development, teacher improvement is supported through *Teacher Collaboration* in planning of instruction. Teachers are encouraged to share their expertise, to test new teaching methods, and to share the results of those trials during the implementation of the reform. To support these efforts, the model recommends schools

find ways to provide opportunities for collaboration. Teacher improvement is also supported by the model's electronic instructional management system that provides teachers with the means to record, analyze, and manage student performance data. These data are also aggregated at the school level as part of the on-going formative evaluation process.

Parent/Community Involvement Features

Modern Red Schoolhouse advocates parent involvement. *Parent Communication* is fostered through regular communication between teachers and parents through direct contact, parent conferences, and technology. *Parent Awareness* activities inform parents about all aspects of the MRSh reform process including *Buy-In* and *Taking Stock.*

Parents are also expected to play an active role in their children's education. MRSh suggests schools develop *Learning Contracts/Parent*, related to students' Individual Education Compact, in which the parents agree to certain activities to assist students in reaching the goals specified in the IEC. The model encourages the use of *Parent Volunteers.*

Organizational/Structural Features

Modern Red Schoolhouse is a reform organized as a school-wide learning community. The building of this community is important in the first year of the program. In and of itself, Modern Red Schoolhouse is not a systematic reading reform; however, the curriculum developed through the learning community could provide systematic learning. That is to say, the extent to which Modern Red Schoolhouse is systematic is entirely dependent on the curriculum which teachers in the community create.

While the model allows flexibility in the organizational structures, it strongly advocates several features to be incorporated. MRSh encourages schools to develop programs that foster *Interactive Learning. Thematic Units* are often used to organize course content. *Frequent Assessments* are to be used to gauge student learning and allow for adapting instruction accordingly. The model recommends using *Flexible Grouping* so that teachers can consider students and projects and decide what type of grouping would be best suited to a given project, such as *Small Groups* or *Individualized Instruction.*

The model encourages schools to develop strategies to ensure that all students achieve academically. This includes creating strategies and programs for students

struggling with literacy acquisition. Thus, schools are likely to implement program features such as *Supplemental Learning*.

Classroom Instructional Features

At the classroom/instructional level, there are very few features that are intrinsically part of the reform. This is due to Modern Red Schoolhouse's philosophy that the reform should be developed based on the individual school. However, the reform – through *Backmapping* – requires the incorporation of *Performance Assessments* into the standards-based units. The model also requires the use of *Computer as a Tool* to simultaneously strengthen skills and build technological literacy. MRSh recommends Project-Based Instruction as a means for developing content-rich, relevant instruction. Related methods that are encouraged by the model include *Authentic Instruction* and *Collaborative Teams*. To individualize the program, some MRSh schools develop individual education compacts for each student, which serve as *Learning Contracts/Student* and specifies the learning goals and responsibilities of the student, school, and parent.

An interesting required part of this reform is that foreign language instruction must occur in every grade, along with a focus on *Cultural Literacy*. This is a type of literacy that we have not seen in other reforms.

Targeted Literacy Outcomes

Because there are no standard classroom features in this model it is difficult to claim there are specific literacy outcomes for students. Outcomes will be related to the standards upon which the backmapping is based and the types of professional development sought by the school. Based on this approach, the reform suggests that students will experience achievement in reading. Whether the implementation of classroom practices links to literacy outcomes *(Emergent Literacy, Decoding A & B, Comprehension, Composition,* and *Critical Literacy*) depends on the strategies teachers implement.

Addressing Indiana Academic Standards for Reading

The MRSh model does not include a specific curriculum, though some schools may adopt some parts of the curriculum based on the Hudson Units. Nor does the model

require a formal instructional approach. Thus the standards are not met through a prepackaged curriculum or instruction. This means that if a school implemented the reform without fully working through the reform process, the standards would not be met. However, the entire reform process is based on the standards to develop a comprehensive curriculum, including the careful selection of instructional and assessment activities centered around ensuring that all students achieve all learning standards. Thus the model fully addresses all reading standards, at all levels, through the reform process.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The model—through the reform processes—fully addresses these standards.

Standard 2: Reading Comprehension

The model—through the reform processes—fully addresses these standards.

Standard 3: Literary Response and Analysis

The model—through the reform processes—fully addresses these standards.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

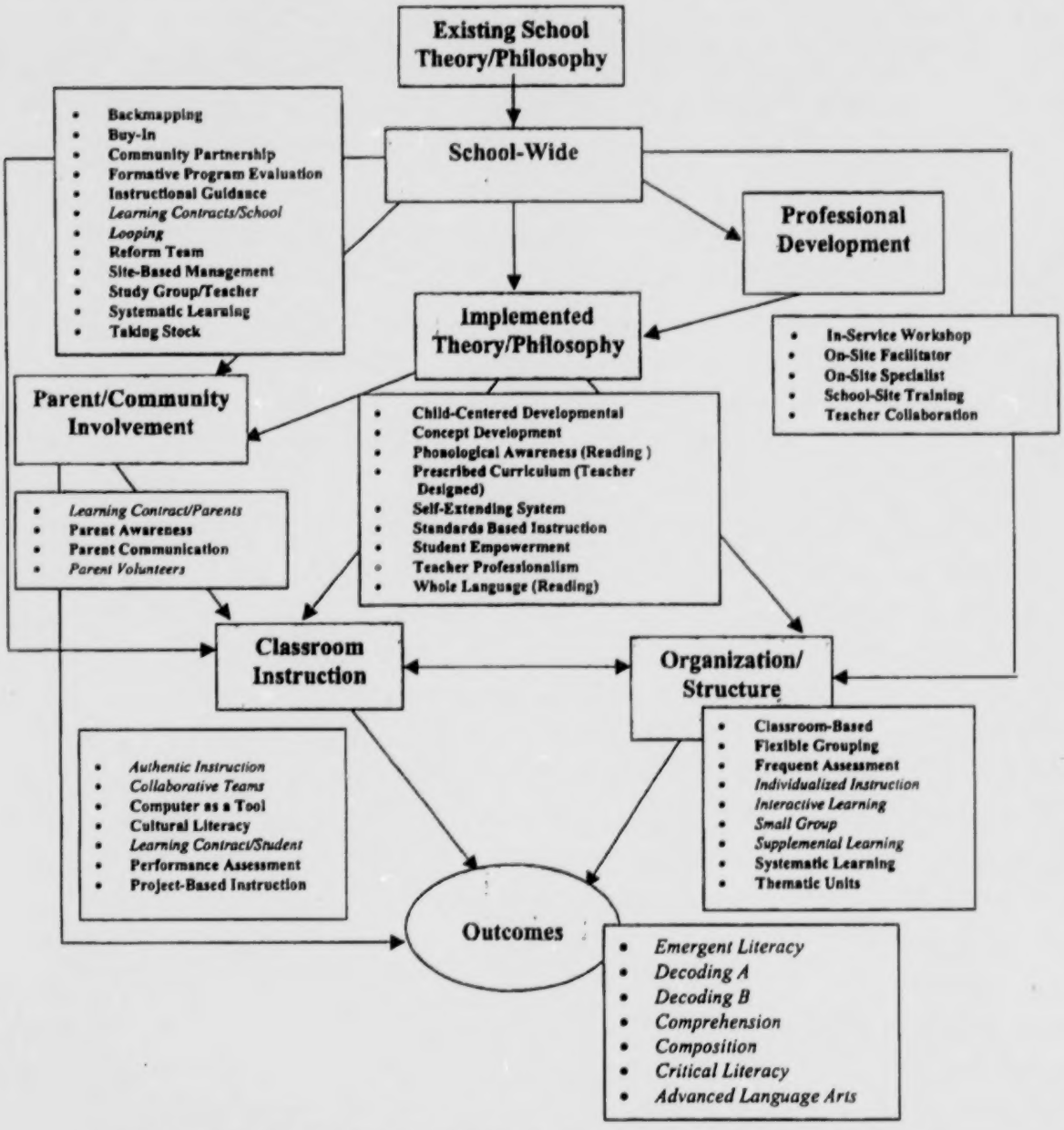
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

Figure III.A.4
Modern Red Schoolhouse
Program Features



Bolded features are part of the reform; *italicized features* are sometimes adopted by schools implementing the reform.

Modern Red Schoolhouse
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Modern Red Schoolhouse
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Chart III.A.1.1 Modern Red Schoolhouse

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	Backmapping Community Partnership Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Community Partnership Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping [Community Partnership] Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping [Community Partnership] Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock
Implemented Theory/ Philosophy	Phonological Awareness Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Phonological Awareness Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Phonological Awareness Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Prescribed Curriculum - Teacher Designed Standards-Based Instruction
Professional Development	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration
Parent Involvement	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*
Organization/ Structure	Classroom-Based Frequent Assessment Supplemental Learning Systematic Learning	Classroom-Based Frequent Assessment Systematic Learning *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Frequent Assessment Systematic Learning *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Frequent Assessment Systematic Learning *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*
Instructional Classroom		Computer Assisted Instruction	Computer Assisted Instruction Performance Assessment *Collaborative Teams*	Computer Assisted Instruction Performance Assessment *Collaborative Teams*	Computer Assisted Instruction Performance Assessment *Collaborative Teams*	Computer Assisted Instruction Computer as a Tool Performance Assessment *Collaborative Teams*	Cooperative Learning Computer Assisted Instruction Computer as a Tool Performance Assessment *Collaborative Teams*

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Chart III.A.1.1 Modern Red Schoolhouse

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	Backmapping [Community Partnership] Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Community Partnership Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock
Implemented Theory/ Philosophy	Prescribed Curriculum - Teacher Designed Self-Extending System Standards-Based Instruction	Prescribed Curriculum - Teacher Designed Self-Extending System Standards-Based Instruction	Prescribed Curriculum - Teacher Designed Self-Extending System Standards-Based Instruction	Child Centered/ Developmental Prescribed Curriculum - Teacher Designed Self-Extending System Standards-Based Instruction Whole Language	Child Centered/ Developmental Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction Student Empowerment	Child Centered/ Developmental Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction Student Empowerment
Professional Development	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration
Parent Involvement	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*
Organization/ Structure	Classroom-Based Systematic Learning *Small Groups* *Supplemental Learning*	Classroom-Based Systematic Learning *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Learning Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental*	Classroom-Based Flexible Grouping Frequent Assessment Literacy Rich Environment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Learning Systematic Learning *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental*
Classroom Instruction	Computer as a Tool Performance Assessment *Collaborative Teams* *[Learning Contracts]*	Computer as a Tool Computer Assisted Instruction Performance Assessment *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*	Computer as a Tool Computer Assisted Instruction Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*	Computer as a Tool Computer Assisted Instruction Performance Assessment *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*	Computer as a Tool Computer Assisted Instruction Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*	Computer as a Tool Computer Assisted Instruction Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*	Computer Assisted Instruction Performance Assessment *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*	Computer as a Tool Computer Assisted Instruction Performance Assessment *Authentic Instruction* *Collaborative Teams* *[Learning Contracts]*

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Chart III.A.1.1 Modern Red Schoolhouse

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level-Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping [Community Partnership] Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Backmapping Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock
Implemented Theory/ Philosophy	Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Child-Centered/ Developmental Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction Student Empowerment	Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Concept Development Prescribed Curriculum - Teacher Designed Standards-Based Instruction	Concept Development Prescribed Curriculum - Teacher Designed Self-Extending System Standards-Based Instruction	Concept Development Prescribed Curriculum - Teacher Designed Self-Extending System Standards-Based Instruction
Professional Development	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration	[In-Service Workshops] On-Site Facilitator On-Site Specialist Teacher Collaboration
Parent Involvement	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*	*[Learning Contract/ Parent]* *[Parent Volunteers]*
Organization/ Structure	Classroom-Based Flexible Grouping Systematic Learning *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Systematic Learning *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Frequent Assessment Systematic Learning Thematic Units *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Systematic Learning *Individualized Instruction* *Interactive Learning* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Systematic Learning *Individualized Instruction* *Small Groups* *Supplemental Learning*	Classroom-Based Flexible Grouping Systematic Learning Thematic Units *Individualized Instruction* *Small Groups* *Supplemental Learning*
Classroom Instruction	Computer as a Tool Computer Assisted Instruction Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contract]*	Paired Reading Performance Assessment *Collaborative Teams* *[Learning Contract]*	Computer as a Tool Computer Assisted Instruction Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contract]*	Computer as a Tool Computer Assisted Instruction Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contract]*	Computer as a Tool Creative Writing Cultural Literacy Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contract]*	Cultural Literacy Performance *Authentic Instruction* *Collaborative Teams* *[Learning Contract]*	Performance Assessment Project-Based Instruction *Authentic Instruction* *Collaborative Teams* *[Learning Contract]*

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5. School Development Program

By Siri Ann Loescher and Stacy Jacob

Program Description

The School Development Program was initiated in 1968 and first implemented in the New Haven, Connecticut Schools by James Comer and his colleagues at Yale University. The model addresses the concern that schools, especially those serving disadvantaged youth, do not meet all of the developmental needs of students; thus, those students are less likely to succeed in school. To address this concern, the model considers the range of developmental needs and broadens the schools' resource base to the entire community to meet these needs. The reform model focuses on community mental health, a holistic approach to child development, as well as on curriculum reform. Over time, the School Development Program has evolved into a national reform that balances community development, through outreach and mental health, with educational reform for urban schools. The School Development Program remains distinctive among the reforms reviewed here because of the role given to the community and its focus on well-balanced child development.

The School Development Program (SDP) is a process-oriented, school-wide reform that emphasizes child, adolescent, and adult development through teacher professionalism and community building. Students' holistic development and academic success are the primary goals of the program. To achieve this, the SDP process mobilizes parents, teachers, administrators, counselors, non-teaching staff, and community members.

The model posits that many students in inner city schools come to school without the personal, social, and moral development necessary for academic success. If students' basic needs are met and they are challenged enough to do their best, these students have the potential for success. The reform design builds on the existing school programs to address six "developmental pathways": physical, psychological, language, social, ethical, and cognitive. The six developmental pathways are viewed as a whole, with each given equal importance in a child's development. The model advocates a balanced approach towards child development, and over-emphasis on one area at the expense of the others is

considered to be potentially detrimental to a student's success in school. The model is a process-oriented reform that provides a structure and a philosophical framework for school restructuring.

While the SDP design does not include a specific reading program, the overall approach suggests an emphasis on tailoring reading instruction to meet students' needs and monitoring student performance. The SDP model is based on the idea that all students can achieve high levels of academic success. The specific reform activities of the school, including instructional focus, are guided by a Comprehensive School Plan and are developed with a holistic eye, balancing academic and social needs. The model suggests schools adjust the language arts program to balance between meeting state standards and ensuring that instruction is engaging and developmentally appropriate. To help schools meet this objective, the model provides training to schools in developing a 'balanced curriculum.'

To ensure that all students are building the strong literacy skills needed to be successful in school, the model has recently developed a targeted literacy intervention for struggling students. The program, called 'The SDP Essentials of Literacy Process,' includes pulling students out for enriched literacy instruction. The program features associated with the School Development Program are depicted in Figure III.A.5.

School-Wide Features

The design requires a school and district "entry process" which includes extensive exploration of the School Development Program process and concludes with making specific time and resource commitments to the program. To ensure that new schools will receive adequate support both from SDP training centers and from the local school district, new schools are only accepted from districts that already have SDP schools or are part of a cluster of new SDP schools within a district.

The school establishes a *Reform Team* consisting of a district facilitator, the school principal, and may include teachers or parents. The *Reform Team* supports the initial reform implementation, including establishing a specific form of *Site-Based Management.*

The SDP design provides an SBM structure that incorporates three separate bodies that function together to develop and implement the reform activities at the

school: the School Planning and Management Team (SPMT), the Student and Staff Support Team (SSST), and a Parent Team (PT). The SPMT has the primary responsibility for activities that drive the school's reform efforts. The other groups, along with *Study Groups/School,* provide information and feedback to the SPMT and initiate plans to implement reform activities defined by the SPMT. The SSST is primarily concerned with the school's social climate, prevention issues, and at times manages individual student cases. The SSST is also charged with paying particular attention to the developmental pathways and how each area is addressed in all reform activities. This group is composed of school faculty with child development and mental health background. The PT is a *Parent Community/Group* that includes parent representatives and is primarily concerned with parental involvement in all aspects of the school. This group ensures that parent perspectives are included in the Comprehensive School Plan (see below).

The School Planning and Management Team is responsible for developing and enacting the comprehensive school plan which directs the school's improvement efforts and is designed to address each of the following areas: student performance, curriculum and instruction, assessment, school climate, and parent and community involvement. The comprehensive school plan provides *Instructional Guidance* to the school. The SDP model provides training for schools on how to develop a "Balanced Curriculum," in which schools study and take into account state standards when developing the comprehensive school plan, specific curricula, and professional development.

In addition to tasks related to the comprehensive school plan, the SPMT creates a Staff Development Plan which identifies and initiates professional development activities based on the comprehensive school plan. The SPMT also has the task of conducting the on-going *Formative Program Evaluation,* which is used by the study groups to adapt the school's reform activities.

The SDP model seeks broad community involvement including *Community Partnerships* in the reform activities of the school. Adults both in the school and in the greater community are considered as resources for providing holistic, developmentally-rich programs to ensure the academic success of students.

Implemented Theoretical/Philosophical Features

The School Development Model is strongly rooted in *Child Centered/ Developmental* Learning Theories. The model's embedded theory of reform is that many students arrive at school at a different level of development than is assumed by traditional schools. Traditional school programs may not adequately address all of the developmental needs of the students; thus students will be more likely to experience academic failure. Great attention is given to the six developmental pathways in program development, review of curriculum and instruction, and professional development. Also important to the model are the implemented philosophies of *Student Empowerment* to encourage a love of learning, and the *Self-Extending System* to develop independent learning skills. The model intends to create schools where students' developmental needs are met and where students flourish as directors of their own learning.

The activities of the Essentials for Literacy program, which targets students who are struggling in the acquisition of literacy skills, reflect an emphasis on *Whole Language.* This emphasis on learning reading through meaning and development of conceptual understanding is consistent with the developmental approach of the model.

The School Development Program's reform theories are rooted in *Teacher Professionalism*; the school is given tools and a framework through the SDP model by which to analyze and direct the progress and reform activities of the school. Like other process-oriented reforms, in recent years the model has increased its emphasis on specific strategies, including aligning the school's curriculum with state standards and incorporating methods to address literacy skills. However, the model, even in these efforts, relies upon teacher professionalism. Because sustainable change in the classroom is assumed to evolve from collegiality and collaboration rather than to be imposed externally, schools are given the latitude to adapt existing materials and specify their own professional development plans. Change in classrooms is more sustainable when it is internally defined (from collegiality and collaboration) than when it is externally imposed.

The School Development Program also strongly adheres to a theory of *Caring Community.* Combining the emphasis on holistic child development and on building a community-based support system for the schools' and students' academic success creates

an environment in which students are valued, respected, and nurtured. The model encourages schools to extend this view to the larger community in terms of providing services to meet family and community mental health needs.

Professional Development Features

Professional development features are highly important to the SDP Process, a characteristic of process-oriented models. Part of the school district's commitment to the SDP program is the designation of a district person to be trained and to serve as an *On-Site Facilitator* for the district SDP schools. The School Development Program offers a *Training of Trainers* program to provide training for the entire faculty. Each school is associated with a regional training center that provides guidance and support to the school. In addition, professional development is provided throughout the year via *In-Service Workshops* that are identified in the Comprehensive School Plan in order to build teacher capacity to implement classroom reform activities.

Teacher Collaboration is considered vital to the process of improving student outcomes. The model supports these efforts by providing opportunities to collaborate and a specific reform process: 'Teachers Helping Teachers.' This process is designed to establish norms, attitudes, and procedures to encourage trust; reflection on practice and student work; and classroom improvement through collaboration. The process includes *Peer Review/Observation.*

Parent/Community Involvement Features

Parent involvement features are important to SDP. Parents are active in the development of the comprehensive school plan through *Parent Participation in Site-Based Management.* In SDP schools, increased communication is the key to parent involvement; thus the model utilizes both *Parent Awareness* and *Parent Communication.* Direct involvement in the school is encouraged through *Parent Volunteers.* Indeed, this involvement is meant not only for parents, but also to extend to the community surrounding the school. Since the model is based on theories of child development, *Advocacy, Health Care Assistance,* and *Support Services* are usually part of any SDP school.

Organizational/Structural Features

SDP does not provide a specific literacy model except for students who fall behind. If identified through *Diagnostic Procedures*, children go into a *Pullout Program* called the Essentials of Literacy Process, which features a classroom set up as a "Comer Reading Room." Within this program, students work in *Small Groups* at developmental workstations addressing different literacy skills. The school utilizes whatever reading materials it has, so these children could be working with *Basal Readers*, *Reading Canon* or *Trade Books*, depending on the school's resources. In addition to the Essentials of Literacy Process, SDP schools may provide Supplemental Learning for students needing extra instruction.

Classroom Instructional Features

Again, because of the process-oriented approach of SDP, there is no set of classroom features that epitomizes its language arts instruction. However, the SDP Essentials of Literacy Process is a specialized program for students with weak literacy skills. This program uses an enrichment approach that includes *Echo or Choral reading*, and encourages fostering writing skills through *Essays, Creative Writing,* and *Writing Mechanics.*

While an SDP school's reading program is not specified by the model, together the model's approach to literacy acquisition in the Essentials of Literacy Process and its focus on child development give an indication of the types of reading program features a school using the model might adopt. *Performance Assessment* is encouraged as a means for measuring student learning as opposed to a sole reliance on standardized tests. The model's approach towards student empowerment suggests the use of any number of reading techniques within the program. *Collaborative Teams* might use *Pacing Oral Reading*, *Paired Reading*, or *Silent Individual Reading* as they build reading skills. Within these small groups, *Echo or Choral Reading* is a technique that may be used to help the students learn to read.

Targeted Literacy Outcomes

Since there is no specific reading/language arts curriculum in the School Development Program, literacy outcomes are difficult to evaluate. However, the Essentials of Literacy Process does identify and recommend methods related to early

literacy outcomes (specifically, *Emergent Literacy, Decoding A and B,* and *Comprehension*). However this will only address students who participate in the pullout intervention in those schools that adopt the Essentials of Literacy Process.

SDP is a process-oriented model that mobilizes the home, school, and community to evaluate and address student needs and assess whether there is success in meeting these needs. This mobilization can be powerful. The attention to academic needs and performance and creating a balanced curriculum suggest a strong linkage to the literacy/language arts outcome. However, the degree of linkage (tight or loose) will depend on local classroom practices and enhancement by SDP.

Addressing Indiana Academic Standards for Reading

The School Development Program model does not advocate a specific instructional approach or curriculum for reading instruction. Thus, when considering implementation of the reform, in terms of classroom practices or materials that are inherent to the model, it is hard to determine that any specific standards are being addressed. The exception is for those students participating in the Essentials of Literacy Process, in those schools that implement this targeted literacy intervention. Several early reading (K-3) standard categories are partially addressed through this program.

The reform process can be used to fully address all of the standards. The model focuses on developing a strong learning community that extends beyond the school walls and that addresses all developmental needs of students. The central focus is that traditional school programs are often unable to address some of the fundamental needs of students, which results in lower achievement. Thus SDP schools continuously develop, refine, and address school improvement plans to better address—holistically—the needs of students. This includes a focus on academic achievement and aligning the curriculum to meet standards. Thus, while addressing standards and studying school-wide student performance as part of on-going formative program evaluation efforts are integral parts of the reform process, they are not the sole focus of the reform efforts.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The School Development Program does not address these standards directly through a prescribed curriculum or set of methods. However, the reform process can be used to address all of the standards fully.

The model includes a targeted intervention at the early grades that through recommended instructional practices can at the least partially address most of the K-3 standards in this area. It is not clear that the 'Concepts in Print' category is explicitly addressed in this program.

Standard 2: Reading Comprehension

The School Development Program does not address these standards directly through a prescribed curriculum or set of methods. However the reform process can be used to address all of the standards fully.

The model includes a targeted intervention at the early grades that through recommended instructional practices can at the least partially address most of the K-3 standard category of Comprehension and Analysis of Grade-Level Appropriate Text.

Standard 3: Literary Response and Analysis

The School Development Program does not address these standards directly through a prescribed curriculum or set of methods. However the reform process can be used to address all of the standards fully.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

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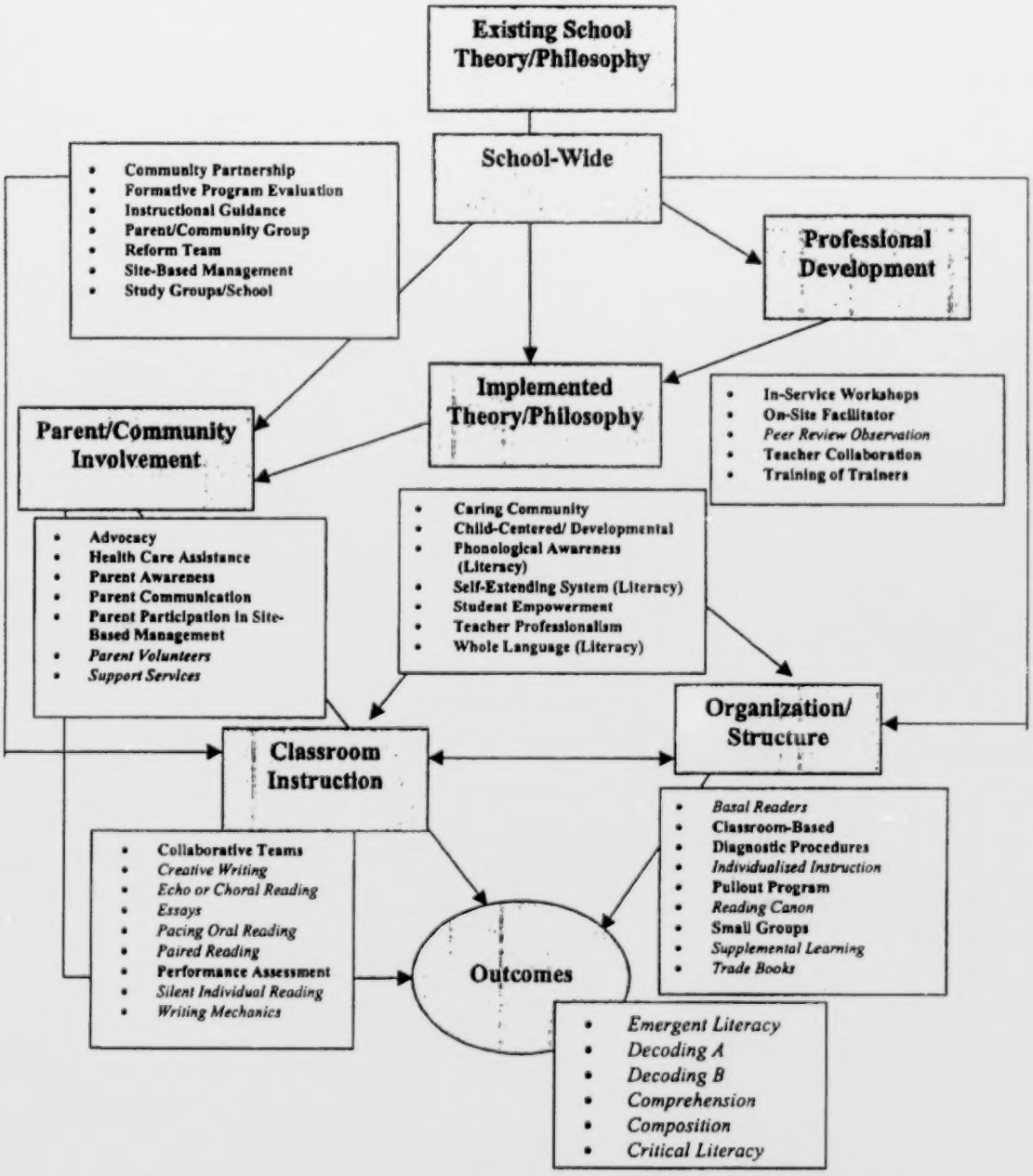
Figure III.A.5
School Development Program
Program Features



Bolded features are part of the reform; *italicized features* are sometimes adopted by schools implementing the reform.

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School Development Program
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School Development Program
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Chart III.A.5.1 School Development Program

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]
Implemented Theory/ Philosophy		Phonological Awareness	Phonological Awareness		Whole Language		
Professional Development	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]
Parent Involvement	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*
Organization/ Structure	Classroom-Based Diagnostic Procedures Pullout Program *Supplemental Learning*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Small Groups *Pullout Program* *Individualized Instruction* *Supplemental Learning* *Trade Books*
Instructional Classroom	*Echo or Choral Reading* *Pacing Oral Reading* *Paired Reading* *Writing Mechanics*	*Echo or Choral Reading* *Pacing Oral Reading* *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Echo or Choral Reading* *Pacing Oral Reading* *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Creative Writing* *Echo or Choral Reading* *Pacing Oral Reading* *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Creative Writing* *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Paired Reading* *Writing Mechanics*

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Chart III.A.5.2 School Development Program
INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]
Implemented Theory/ Philosophy	Self-Extending System	Self-Extending System	Self-Extending System	Child Centered/ Developmental Self-Extending System Whole Language	Child Centered/ Developmental	Student Empowerment	Child Centered/ Developmental	Student Empowerment
Professional Development	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]
Parent Involvement	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*
Organization/ Structure	Classroom-Based Pullout Program Small Groups *Supplemental Learning* *Trade Books*	Classroom-Based Pullout Program Small Groups *Individualized Instruction* *Supplemental Learning* *Trade Books*	Classroom-Based Small Groups *Individualized Instruction* *Pullout Program* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Small Groups *Basal Reader* *Individualized Instruction s* *Pullout Program* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Individualized Instruction* *Supplemental Learning* *Trade Books*	Classroom-Based Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Small Groups *Individualized Instruction* *Pullout Program* *Reading Canon* *Supplemental Learning* *Trade Books*
Classroom Instruction	Collaborative Teams Performance Assessment *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Paired Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Essays*	Collaborative Teams Performance Assessment *Creative Writing* *Echo or Choral Reading* *Essays* *Paired Reading* *Pacing Oral Reading* *Silent Individual Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Paired Reading* *Silent Individual Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Essays*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Silent Individual Reading*	Collaborative Teams Performance Assessment Silent Individual Reading *Creative Writing* *Essays*

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Chart III.A.5.3 School Development Program

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]	[Community Partnership] [Formative Program Evaluation] [Instructional Guidance] [Study Group/School]
Implemented Theory/ Philosophy			Child-Centered/ Developmental Student Empowerment			Self-Extending System	Self-Extending System
Professional Development	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]	[In-Service Workshops] On-Site Facilitator [Peer Review/ Observation] [Teacher Collaboration]
Parent Involvement	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*	*[Parent Volunteers]*
Organization/ Structure	Classroom-Based Pullout Program Small Groups *Basal Readers* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Small Groups *Pullout Program* *Supplemental Learning*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Diagnostic Procedures Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Small Groups *Individualized Instruction* *Pullout Program* *Supplemental Learning*	Classroom-Based Pullout Program Small Groups *Basal Readers* *Individualized Instruction* *Reading Canon* *Supplemental Learning* *Trade Books*	Classroom-Based Small Groups *Individualized Instruction* *Pullout Program* *Supplemental Learning*
Classroom Instruction	Collaborative Teams Performance Assessment Silent Individual Reading *Creative Writing* *Essays* *Paired Reading*	Collaborative Teams Performance Assessment Silent Individual Reading *Creative Writing* *Essays* *Paired Reading*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Paired Reading* *Silent Individual Reading* *Writing Mechanics*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Paired Reading* *Silent Individual Reading*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Silent Individual Reading*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Silent Individual Reading*	Collaborative Teams Performance Assessment *Creative Writing* *Essays* *Silent Individual Reading*

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B. Curriculum-Based Reforms

What are curriculum-based reforms?

Curriculum-based reforms are comprehensive school reform models that are centered on a particular curriculum. Like process-oriented reforms, these models are designed to improve the educational outcomes of all students. Along with the curriculum are various structural or organizational changes that are geared to increase the effectiveness of schools' educational programs. For example, at the high school level the America's Choice model requires schools to adopt a school-within-a-school configuration that breaks the large high school into smaller, separate and autonomous academies. These reforms often require changes in instructional practices that are associated with the prescribed curriculum used by the model.

What kinds of curriculum-based reforms are available?

Some curriculum-based reforms focus primarily on one academic area (such as reading/language arts); most include curricula for multiple content areas. Schools may adopt one or more of these curricular areas as part of their comprehensive school reform. For example, Success for All was initially a reading and writing curriculum. In recent years the model has incorporated a math program and a science/social studies program. Some schools adopt only part of the reform, typically the reading and writing curriculum.

In this Guide we review two curriculum-based reforms. Success for All prescribes both a comprehensive curriculum and a specific set of teaching methods. America's Choice prescribes a comprehensive set of standards in English Language Arts, Mathematics, Science and Applied Learning that serves to outline the school's curriculum. In addition the model prescribes a portion of the actual curriculum. However, the America's Choice model does not prescribe the instructional methods—the school determines what practices to use to implement the curriculum.

What proportion of students is served in curriculum-based reforms?

All students in the school are served by these reforms. These reforms are implemented at all grade levels, creating a consistent instructional approach for all students as they progress through the grades in the school.

What kind of school might want to consider a curriculum-based reform?

Curriculum-based reforms target changing classroom instruction for all students. Thus, schools serving a substantial number of students at-risk of academic failure, that are seeking to change the educational program for all students in the school, would be well suited for a curriculum-based reform. Schools that are having success with a great number of students, but seek to improve the educational program of the struggling students at the school, would be better suited for a targeted intervention. The curriculum-based reforms often require a significant departure in curricular materials and instructional methods. The school must invest in both materials and extensive professional development. Thus, to be successful the school should have a high level of understanding of and commitment to the reform.

1. America's Choice

By Siri Ann Loescher and Stacy Jacob

Program Features

The America's Choice reform design is associated with the National Center on the Education and the Economy (NCEE). NCEE founded the New Standards project in 1991 to develop internationally benchmarked content and performance standards. The New Standards' Performance Standards (New Standards) were piloted in schools, as were related performance-based reference exams and professional development. The America's Choice design was developed based on New Standards work in schools and has been associated with the New American Schools Development Corporation since 1992. The model addresses all levels of schools, although the kindergarten-eighth grade model varies in design from the high school model.

The America's Choice reform design focuses on achieving high standards for all students. The model seeks to enable all students to be fluent readers by the end of third grade, competent readers and writers when entering middle school, prepared for algebra by the beginning of eighth grade, and prepared to complete college-level work by high school graduation. To reach these goals, the model's features are a blend of some prescription and some process. Prescriptive aspects include a set of standards and reference exams that organize and suggest a curriculum. In addition, the model provides sets of core assignments (components of a curriculum) based on the standards. The process aspect of the reform includes the training of teachers to develop standards-based instruction for those parts of the curriculum which are not prescribed.

America's Choice was designed to help all students achieve internationally benchmarked standards in English. One of the main tenants of the English program is that by the end of the third grade, all students will be fluent readers. America's Choice is concerned with thwarting student failure through acceleration rather than remediation. Early recognition of failing students and intervention (through extra instruction) are important parts of this model. The America's Choice program features (Figure III.B.1) are summarized below.

School-Wide Processes

The America's Choice model requires a one-year exploration and *Buy-In* process prior to implementation. After deciding to adopt the model, the school creates and fills several positions related to the reform that serve as on-site facilitators (see Professional Development). This group serves as the *Reform Team* and plans and facilitates the implementation of the model at the school.

The reform design includes a *Taking Stock* initiative to establish base-line implementation data. The process involves collecting and analyzing student performance. These data provide *Study Groups/Teacher* with referent points (current student performance) to be compared to the work required by students in order to achieve the New Standards. Throughout implementation of the model, teacher study groups focus on teaching and learning issues in relation to student progress towards learning standards (see Professional Development and Implemented Theory/ Philosophy). *Formative Program Evaluation* occurs annually as part of a process to adapt the reform in the coming year.

Two program features are related to the New Standards and how they guide the activities of the reform. First, the standards themselves provide *Instructional Guidance,* shaping the type of professional development sought by the school and focusing the reflective practice of the study groups. Second, the standards organize the curriculum and the instruction at the school, providing *Systematic Learning* that is articulated throughout the grade levels and across subject areas within the school.

America's Choice reconfigures several structures of the school to foster a learning community within the classroom and the school, where students and teachers work closely together towards achievement of the standards. *Looping* at the elementary level keeps the classroom teacher and class together through two or more grades. This both increases the teacher's knowledge of each student's strengths and needs and builds caring relationships among students and among the teacher and the students. In the middle and high schools, *School-Within-a-School* configurations are used. The same students attend classes together and share the same teachers. Each group consists of two to four hundred students. The model recommends each school have its own separate faculty and head teacher, and operate with some independence. The high school is divided into

Upper/Lower Divisions with the lower division focusing on the college preparatory core curriculum, and the upper division broken into various *Specialized Courses of Study* which may include an International Baccalaureate Program, Advanced Placement courses, or an academic Career Academy. America's Choice also provides for a dropout recovery program for students needing educational alternatives.

The community is often involved through *Community Partnerships* designed to find ways to strengthen the links between success in school and success in the larger community. Examples of such partnerships include business collaborations in the development of career academies, and community recognition of the value of diplomas earned, due to the rigorous curriculum, through employment or scholarship opportunities.

Implemented Theory/Philosophy

The America's Choice model places emphasis on two primary areas of learning theory. The first is *Acceleration*, which emphasizes enrichment activities rather than remediation to ensure students gain basic skills and can apply those skills in more sophisticated tasks. *Concept Development* is key to this model, placing greater instructional emphasis on conceptual learning with embedded "facts/content." The Performance Standards used by America's Choice build upon the standards developed by the national professional organizations in each discipline, including the highly conceptually organized National Council of Teachers of Mathematics (NCTM) standards. The model also emphasizes *Thematic Teaching*, as a means of improving relevancy and applied learning standards. Finally, the America's Choice early reading and writing program is a balanced approach that is based in both *Phonological Awareness* and *Whole Language* learning theories.

The America's Choice model is rooted in several theories of reform. Primary to the design is *Standards-Based Instruction*—the idea that instruction should be derived from rigorous learning standards. Teachers use a partially *Prescribed Curriculum* provided by America's Choice and receive training in developing standards-based instruction to complete the curriculum. However the model does not prescribe specific instructional methods. Instead the model encourages *Reflective Practice*, where teachers study the model's standards and curricula, research various instructional methods and determine what methods would be best suited at their school to address the standards, and

seek professional development in those methods. Furthermore teachers work collaboratively to plan and review specific instructional practices, focusing on changes in student outcomes that might result from specific methods.

Professional Development Reform Features

In America's Choice, *Certified Specialists* work with *On-Site Facilitators* including a literacy coordinator. The model uses a *Training of Trainers* method to train the school in the model. *In-Service Workshops* and *Networking* are also used to help the school implement the model. The model requires extensive professional development. Throughout the reform the school determines its professional development needs, in terms of teaching methods designated by the teachers as appropriate for implementing the standards-based instruction (e.g., project-based instruction might be well suited for a specific set of standards).

Professional development is also fostered through reflective practice and *Teacher Collaboration*. Opportunities for collaboration are provided through weekly grade level and subject areas meetings where teachers focus on methods, lesson planning and assessment of student work. Teachers share *Teacher Inquiry/Portfolios* of their best lessons.

The facilitators are key during the adaptation and implementation process of the design. Various school-wide work sessions are required by the model including an annual session using student performance data to strategize and plan for the session in order to help students succeed on the reference exams that are based on the New Standards. Additional support is given to the school through national conferences that provide *Networking* opportunities among schools and districts implementing the program.

Parent/Community Involvement Reform Features

Parent involvement is also emphasized in the America's Choice model. Families are kept informed about the reform and the students' success at school through parent conferences and *Parent Awareness* activities. *Parent Communication* is on-going and is established through a notebook the student carries daily between home and school, in which both parents and teachers write notes, questions and observations about the student's progress.

America's Choice requires students to read at least twenty-five books a year as a part of the reading/language arts program. Parents may be involved in this effort in several ways. In the younger grades, *Paired Reading* may be expected at home. *Learning Contracts/Parent* may also be expected in the form of a home reading record.

Organizational/Structural Features

The organizational features of the America's Choice model are related to organizing classrooms and school-wide efforts to help students meet the New Standards as evidenced by performance on a referent exam. The schools use these exams as *Diagnostic Procedures* which indicate those students who may need additional help and give teachers information about the whole class (and school) so that instruction can be adjusted to ensure student success. Additionally, *On-going Written Observations, Frequent Assessments, and Cross-Year Portfolios* are used to monitor student progress.

Because one of the main goals of America's Choice is to make sure that all children can read fluently by third grade, the K-3 years are emphasized with a specific literacy program. The program emphasizes a *Literacy Rich Environment* including the use of *Trade Books* and bridges into other subject areas through *Thematic Units. Small Groups, Peer Tutoring,* and *One-on-One Tutoring* are used to ensure student success. *Supplemental Learning* is provided as needed in after school, Saturday school, and summer school.

Classroom Instructional Features

Assessment is viewed as a crucial process in achieving successful standards-based instruction. Thus, *Performance Assessments* are used in America's Choice to guide instructional methods. The model emphasizes *Authentic Instruction* for its students to increase relevancy of learning. In addition, *Computer as a Tool, Collaborative Teams,* and *Project-Based Instruction* are used to provide concept rich, interactive instruction.

The America's Choice language arts curriculum emphasizes an approach where reading and writing are equally important and taught simultaneously. At all levels meaning acquisition and critical literacy are important. For example, *Meaning Context/Predicting* is used as a tool in both reading and writing to deepen students' understanding of language. Sentence comprehension and structures of text are reinforced with writing mechanics and advanced writing mechanics. Concurrently classroom

reading using *Trade Books* and *Self-Selected Reading* are supplemented at home with a *Learning Contract/Student* in which students agree to read twenty-five books during the school year.

America's Choice encourages building on student interests in its reading and writing methods. Students often choose topics and themes for *Essays* and *Journals*, as well as selecting the books to be read for the learning contract.

Targeted Literacy Outcomes

The America's Choice reform design is based on internationally benchmarked standards that are very comprehensive in content and skill coverage. However the instruction can take many forms based on the school in which it is implemented. At the heart of America's Choice is that every child becomes a fluent reader by the third grade. In addition, America Choice strives to create learners who have both the reading and writing ability to be successful later in their school career—first in a college preparatory curriculum, and later in college. This model expects that elementary and middle school programs should promote *Emergent Literacy, Decoding A (Context Free), Decoding B (Meaning Oriented), Comprehension, Composition,* and *Critical Literacy.* The model's use of high-level standards linked with assessment suggests *Critical Literacy* (reading critically across the curriculum). The high school version of the reform should enhance learning of *Advanced Language Arts.*

Addressing Indiana Academic Standards for Reading

The America's Choice model provides a comprehensive approach towards enabling students to meet rigorous learning standards for reading. The model is based on extremely thorough standards, around which the reform evolves. The model focuses on literacy in early grades and includes some prescribed standards-based curricula. Teachers are provided with training in the development of standards-based instruction so that the teachers may design instruction to supplement the curriculum. The model's commitment to reflective practice and professional development is demonstrated through various professional development features that build teachers' capacity to implement the instructional program.

Most of the Indiana Academic Standards for Reading have a clear correspondence with the New Standards. Thus these standards are fully addressed by the curriculum and instructional approach of the model. The reform process, particularly the development of standards-based instruction, can be used to fully address those standards that are only partially covered by the model's curriculum and methods.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

The America's Choice model at the K-3 level fully addresses three of the four standard categories. Concepts in Print is the one area that is only partially addressed. These standards can be addressed through the reform process. At the other grade levels, all of these standards are fully addressed through the model's curricular package.

Standard 2: Reading Comprehension

The America's Choice design at the K-3 level fully addresses the category of standards for Comprehension and Analysis of Grade-Level-Appropriate Text. The model at least partially addresses the Structural Features of Informational and Technical Materials at this level. These skills can be addressed through the reform process. At the 4-6 and 7-8 grade levels, all of these standard categories are fully addressed through the model's curricular approach.

Standard 3: Literary Response and Analysis

The America's Choice model fully addresses these standards at all grade levels.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

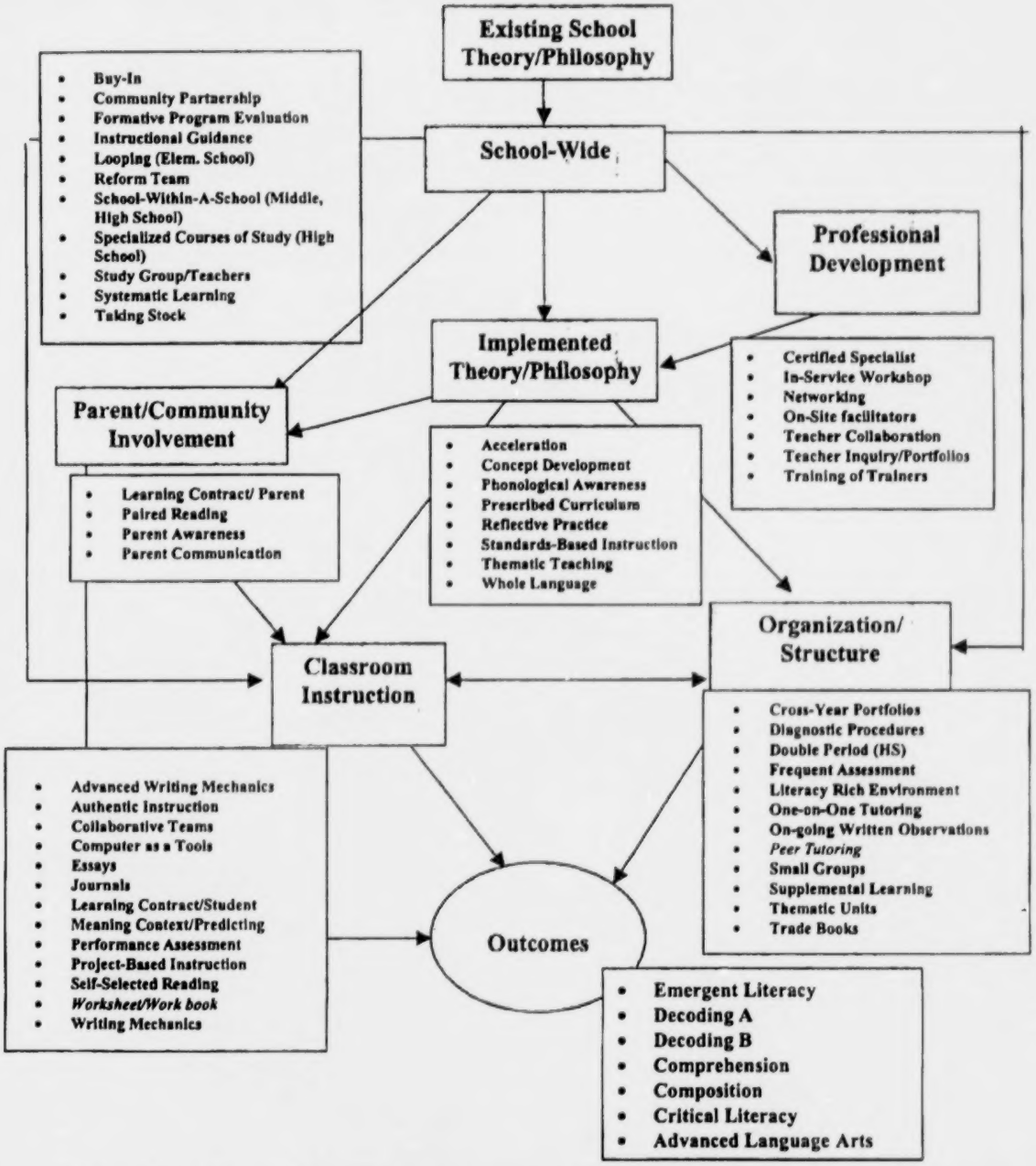
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

Figure III.B.1
America's Choice
Reform Features



Bolded features are part of the reform; *italicized features* are sometimes adopted by schools implementing the reform.

America's Choice
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America's Choice
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Chart III.B.1.1 America's Choice

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness* K-2	*Decoding and Word Recognition* K-3	*Decoding and Word Recognition* 4-6	*Vocabulary and Concept Development* K-3	*Vocabulary and Concept Development* 4-5	*Vocabulary and Concept Development* 6-8
School-Wide	[Formative Program Evaluation] [Instructional Guidance] Looping [Study Group/ Teachers] [Systematic Learning] Taking Stock	Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	[Formative Program Evaluation] [Instructional Guidance] Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation] [Instructional Guidance] Looping [Study Group/ Teachers] [Systematic Learning] Taking Stock	Formative Program Evaluation] [Instructional Guidance] Looping [Study Group/ Teachers] [Systematic Learning] Taking Stock	Formative Program Evaluation] [Instructional Guidance] [Study Group/ Teachers] [Systematic Learning] Taking Stock
Implemented Theory/ Philosophy	Phonological Awareness [Prescribed Curriculum] Reflective Practice Standards-Based Instruction	Phonological Awareness [Prescribed Curriculum] Reflective Practice Standards-Based Instruction	Phonological Awareness [Prescribed Curriculum] Reflective Practice Standards-Based Instruction	[Prescribed Curriculum] Reflective Practice Standards-Based Instruction	[Prescribed Curriculum] Reflective Practice Standards-Based Instruction Whole Language	[Prescribed Curriculum] Reflective Practice Standards-Based Instruction	[Prescribed Curriculum] Reflective Practice Standards-Based Instruction
Professional Development	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]
Parent Involvement	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication
Organization/ Structure	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Supplemental Learning	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups Supplemental Learning	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups Supplemental Learning	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups Supplemental Learning Trade Books *Peer Tutoring*	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Thematic Units	Classroom-Based Diagnostic Procedures Flexible Grouping Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations *Peer Tutoring* Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*
Classroom Instruction	Interpreting/ Discussion Learning Contract/ Student Phonemic Awareness Writing Mechanics *Echo or Choral Reading* *Multisensory Activities* *Pacing Oral Reading* *Worksheets/ Workbooks*	Interpreting/ Discussion Phonemic Awareness Writing Mechanics *Echo or Choral Reading* *Multisensory Activities* *Pacing Oral Reading* *Worksheets/ Workbooks*	Collaborative Teams Interpreting/ Discussion Performance Assessment Phonemic Awareness Writing Mechanics *Echo or Choral Reading* *Multisensory Activities* *Pacing Oral Reading* *Pattern Discrimination* *Worksheets/ Workbooks*	Collaborative Teams Interpreting/ Discussion Performance Assessment Self-Selected Reading Writing Mechanics *Multisensory Activities* *Worksheets/ Workbooks*	Collaborative Teams Creative Writing Interpreting/ Discussion Journals Performance Assessment Phonemic Awareness Writing Mechanics *Echo or Choral Reading* *Multisensory Activities* *Pacing Oral Reading* *Pattern Discrimination* *Worksheets/ Workbooks*	Advanced Writing Mechanics Collaborative Teams Computer as a Tool Creative Writing Interpreting/ Discussion Journals Performance Assessment Writing Mechanics *Worksheets/ Workbooks*	Advanced Writing Mechanics Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Performance Assessment Writing Mechanics *Worksheets/ Workbooks*

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Chart III.B.1.2 America's Choice

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[Formative Program Evaluation] [Instructional Guidance] Looping [Study Groups/ Teachers] [Systematic Learning] [Taking Stock]	[Formative Program Evaluation] [Instructional Guidance] Looping [Study Group/ Teachers] [Systematic Learning] [Taking Stock]	[Formative Program Evaluation] [Instructional Guidance] [Study Groups/ Teachers] [Systematic Learning] [Taking Stock]	Formative Program Evaluation Instructional Guidance Looping [Study Groups/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance Looping [Study Groups/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance [Study Groups/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance Looping [Study Groups/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance [Study Groups/ Teachers] Systematic Learning Taking Stock
Implemented Theory/ Philosophy	[Prescribed Curriculum] Reflective Practice Standards-Based Instruction	Acceleration [Prescribed Curriculum] Reflective Practice Standards-Based Instruction	Acceleration Prescribed Curriculum] Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching Whole Language	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction
Professional Development	[Certified Specialist] [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]
Parent Involvement	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication
	Paired Reading	Paired Reading		Paired Reading	Paired Reading			
Organization/ Structure	Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Supplemental Learning Trade Books *Peer Tutoring*	Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Supplemental Learning Trade Books *Peer Tutoring*	Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Diagnostic Procedures Cross-Year Portfolios Frequent Assessment Literacy Rich Environment One-on-One Tutoring Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Trade Books *Peer Tutoring*	Cross-Year Portfolios Frequent Assessment One-on-One Tutoring Small Groups Supplemental Learning Trade Books *Peer Tutoring*
Classroom Instruction	Collaborative Teams Computer as a Tool Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Writing Mechanics *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Self-Selected Reading Writing Mechanics *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Project-Based Instruction *Worksheets/ Workbooks*	Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Meaning Context/ Predicting Performance Assessment Self-Selected Reading Writing Mechanics *Echo or Choral Reading* *Multisensory Activity* *Pacing Oral Reading* *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Meaning Context/ Predicting Performance Assessment Project-Based Instruction Self-Selected Reading Writing Mechanics *Multisensory Activity* *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Project-Based Instruction *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Self-Selected Reading *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Self-Selected Reading *Worksheets/ Workbooks*

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Chart III.B.1.1 America's Choice
INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level-Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	[Formative Program Evaluation] [Instructional Guidance] Looping [Study Group/ Teachers] [Systematic Learning] [Taking Stock]	[Formative Program Evaluation] [Instructional Guidance] [Study Group/ Teachers] [Systematic Learning] [Taking Stock]	Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance Looping [Study Group/ Teachers] Systematic Learning Taking Stock	Formative Program Evaluation Instructional Guidance [Study Group/ Teachers] Systematic Learning Taking Stock
Implemented Theory/ Philosophy	Acceleration [Prescribed Curriculum] Reflective Practice Standards- Based Instruction	Acceleration Concept Development [Prescribed Curriculum] Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Prescribed Curriculum Reflective Practice Standards-Based Instruction Thematic Teaching
Professional Development	[Certified Specialist] [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio]	[Certified Specialist] [In-Service Workshops] [Networking] [On-Site Facilitator] [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]	Certified Specialist In-Service Workshops [Networking] On-Site Facilitator [Teacher Collaboration] [Teacher Inquiry Portfolio]
Parent Involvement	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication Paired Reading	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication	Learning Contract/ Parent Parent Communication
Organization/ Structure	Classroom-Based Cross-Year Portfolios Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Trade Books *Peer Tutoring*	Cross-Year Portfolios Diagnostic Procedures One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Diagnostic Procedures Frequent Assessment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning Thematic Units Trade Books *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Supplemental Learning *Peer Tutoring*	Classroom-Based Cross-Year Portfolios Literacy Rich Environment One-on-One Tutoring Small Groups Supplemental Learning Trade Books *Peer Tutoring*	Classroom-Based Cross-Year Portfolios One-on-One Tutoring Small Groups Supplemental Learning Thematic Units *Peer Tutoring*
Classroom Instruction	Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Project-Based Instruction Self-Selected Reading *Worksheets/ Workbooks*	Collaborative Teams Creative Writing Essays Interpreting/ Discussion Learning Contract/ Student Performance Assessment Self-Selected Reading *Worksheets/ Workbooks*	Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Meaning Context/ Predicting Performance Assessment Project-Based Instruction Self-Selected Reading Writing Mechanics *Multisensory Activity* *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Meaning Context/ Predicting Performance Assessment Project-Based Instruction Self-Selected Reading *Worksheets/ Workbooks*	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Project-Based Instruction Self-Selected Reading *Worksheets/ Workbooks*	Authentic Instruction Collaborative Teams Creative Writing Essays Interpreting/ Discussion Journals Learning Contract/ Student Performance Assessment Self-Selected Reading	Authentic Instruction Collaborative Teams Creative Writing Essays Interpreting/ Discussion Learning Contract/ Student Performance Assessment Project-Based Instruction Self-Selected Reading

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2. Success for All

By Siri Ann Loescher and Jeffrey Bardzell

Program Description

Success for All was initially developed as a comprehensive, school-wide reform design focusing on reading with the goal of all students reading on grade level by the third grade. The program was developed specifically for schools with high concentrations of at-risk youth where reading levels have traditionally lagged, with students often falling significantly below grade level upon entering middle school. The program has now expanded to include other subject areas such as math (i.e., Math Wings) and social studies and science (i.e., World Lab). A school may implement any of the programs or all three: Success for All (Reading), Math Wings, and/or World Lab.

Success for All (SFA) is a systematic intervention that includes a tightly structured program designed to provide students with a specific curriculum. It requires that instructional practices be implemented in a uniform manner across the school to provide students with a consistent and well-articulated approach to learning. The model incorporates a form of cooperative learning that is intended to promote collaboration among students of varied abilities and encourage more equal outcomes than in traditional methods.

The SFA design's skills-oriented reading program includes content, instructional methods, and related structures that are prescribed. While there may be some room in the design for customizing the program to the school, unlike the more process-oriented reform models, Success for All, when implemented, should look very similar in most schools. SFA's program features (Figure III.B.2) are described below.

School-Wide Processes

Implementation of Success for All involves several school-wide features. A school must work through an exploration and *Buy-In* process to decide if the program fits with the philosophy of the school and to determine if the faculty has the level of commitment necessary to implement the program. Prior to implementation the school establishes a *Reform Team* to work with the Success for All specialist and facilitator to provide the training and implementation of the program to the school.

The instructional materials, methods for student assessment and assignment to groups, and the coordinated teaching methods provide *Systematic Learning* to the school. This feature ensures there are instructional links between the learning goals and student outcomes, and that there is uniformity between them. Moreover, the systematic learning intends to build a sense of community in the school, with all faculty working as a team in a coordinated effort.

A *Parent/Community Group* is established at the school to attend to the issue of parent and community involvement and to specific student-related issues that are of concern to parents and the community. This group has two functions. First, it ensures that parents and the community are brought into the reform effort, allowing an avenue to raise issues to the school's reform team. Second, it provides outreach programs to meet needs identified by the group, such as improving student attendance.

Implemented Theory/Philosophy

The Success for All early reading program intends to build on both *Phonological Awareness* and *Whole Language*. The curriculum includes instruction consistent with both approaches to provide a balanced approach to literacy acquisition. In order to maximize the effectiveness of the instructional program, the SFA model promotes grouping (and frequently regrouping) students based on ability rather than on age or grade. The students are frequently assessed and assigned, or reassigned, to groups according to their ability and are given leveled materials and instruction based on those groupings. SFA uses *Thematic Teaching* to increase student interest and to connect the reading instruction to other content areas.

Success for All bases its structure of reform on the theory that change in student outcomes will result from changing teachers' practice, and subscribes to a very specific form of teacher practice. The model design links the *Prescribed Curriculum* to the *Prescribed Teacher Practices* as a total package to lessen the degree of variation in implementation and to ensure that change in teacher practice will occur. As in any prescribed model, success of the program relies upon fidelity of implementation.

Professional Development

Because the SFA reform involves a great number of changes in the classroom, the initial year of implementation requires a large investment in professional development.

Before the year starts, a *School-Site Training* is held to train the school staff in the model. Additional *In-Service Workshops* are sponsored during the school year to assist teachers with building the capacity to implement Success for All in their classrooms.

Each school has an *On-Site Specialist* and an *On-Site Facilitator* who spend time at the school regularly to provide support, conduct classroom observations, and evaluate program implementation. Professional Development also includes *Networking* opportunities for schools at regional and national conferences.

Parent/Community Involvement

To make sure that parents are involved from the onset, there *is Parent Participation in Reform Team.* To increase parent involvement, Success for All uses *Parent Awareness* activities to inform parents about the program, instructional methods, and ways they may participate in the school, such as opportunities for *Parent Volunteers.*

Parents are asked to become direct participants in the reform efforts of the school through several features that require coordinated efforts between the school and the home. Regular direct contact is made through *Parent Communication* to update parents on students' performance, and to let the parents know in advance the work that will be assigned to students. Parents are also given *Parent Instructional Training*, so that time at home doing *Paired Reading* will model and supplement the classroom instruction.

Organizational/Structural Features

The numerous structural features of Success for All enable the systematic coverage of a broad range of activities. The *Ability Grouping* structure is designed to enable teachers to provide *Interactive Learning* with some customized instruction without relying too heavily on *One-on-One Tutoring*. Students spend time daily reading in *Small Groups* with reading teachers and tutors. First grade students that are struggling to succeed are given tutoring priority.

The *Literacy Rich Environment* and *Trade Books* are included to foster a love of reading and to provide a meaning-oriented component that supplements some of the skills-oriented activities that are often used in connection with *Basal Readers* for younger children. For older children, *Trade Books* are used.

Children in the program are carefully monitored with *On-Going Written Observations*, and regularly tested using *Diagnostic Procedures* and *Frequent*

Assessment in order to regroup students based on their progress and inform school communities on the effectiveness of their instructional methods.

Classroom Instruction Features

Success for All uses numerous classroom instructional features that range from *Worksheets/Workbooks* and *Reading Drills* to *Creative Writing* and *Drama*. Success for All is designed with the idea that a great variety of activities is needed to ensure near-universal success. Accordingly, meaning-oriented and phonics-oriented instructional features are combined. Thus, features include *Phonemic Awareness* and *Pattern Discrimination*, as well as *Interpreting/Discussion* and *Meaning Context/Prediction.*

As a part of its intent to reach every child, the features also include *Multisensory Activities* and an emphasis on writing. *Writing Mechanics* and *Creative Writing* are emphasized at all levels. In older grades, *Advanced Writing Mechanics* are used.

The reading instruction is geared to develop independent reading skills. In younger grades, *Paired Reading* and *Pacing Oral Reading* are used, while in older grades, *Silent Individual Reading* takes precedence in the classroom. The idea is to keep children constantly engaged in literacy activities.

Other classroom features include *Storytelling, Big Books* and *Collaborative Teams*. The lessons themselves are broken into short segments of 5–10 minutes each. Many lessons are *Highly Scripted Lessons. Cooperative Learning* strategies are prevalent throughout the activities.

Targeted Literacy Outcomes

Success for All is a school-wide reform model, and as such its intended outcomes are diverse and comprehensive. Its stated goal is to ensure that all children succeed the first time. In the same vein, it aims to reduce retention and referrals to special education.

SFA is highly prescribed and has been widely researched. Therefore, specific literacy outcomes are quite apparent. Because it includes kindergarten (in some cases a full-day kindergarten) and provides systematic coverage of a broad range of reading skills in grades, the program is designed to affect *Emergent Literacy*, both types of decoding (*Decoding A* and *B*), *Comprehension*, and *Composition*.

The program appears to have little in place to foster critical literacy, which is the interaction between comprehension of new content and metacognition, or the ability to organize and think about new ideas learned through reading.

Addressing Indiana Academic Standards for Reading

The Success for All design provides a comprehensive approach that addresses many of the Indiana Reading Standards at the K-3 level. The model marshals program components (i.e., school-wide, professional development, parent involvement, classroom instruction, and organization/structure) in a coordinated effort to address reading outcomes. Therefore, those standards fully addressed are done so thoroughly. However, the model, in its approach to create an effective, systematic approach combining a sophisticated sequence of curriculum and instructional activities, allows little room for adaptation. Each instructional piece is designed to fit together with others, therefore changing the instruction in one area would affect other areas. Indeed, the model offers no processes that allow staff to collaborate and determine how to adapt or change the instructional program during implementation. Thus, those standard skills only partially addressed by the model, or not addressed by the model, cannot be assumed to be met through implementation of the reform. A school using SFA would have to develop a strategy to address these skills that is external to the reform package.

Standard 1: Word Recognition, Fluency, and Vocabulary Development

At the K-3 level the SFA model fully addresses these standards. At the 4-6 level the model fully addresses the standard category of Word Recognition, and partially addresses the standard category of Vocabulary and Concept Development.

Standard 2: Reading Comprehension

The model emphasizes sentence and paragraph comprehension, and meaning-oriented reading. Thus at both the K-3 and the 4-6 grade levels the standards related to Comprehension and Analysis of Grade-Level Appropriate Text are fully addressed. It is less clear the degree to which the model provides explicit instruction related to critical literacy. Thus it appears that the model only partially addresses the standard category of Structural Features of Informational and Technical Materials at both the K-3 and 4-6

grade levels. Similarly at the 4-6 grade level the model seems to only partially address Expository Critique.

Standard 3: Literary Response and Analysis

The SFA model focuses more on general comprehension through both reading and writing instruction, than it does on the critical literacy skills that are included in these standards. At the K-3 level, the standard of Analysis of Grade-Appropriate Narratives is partially addressed. At the 4-6 grade level, two of the categories are partially addressed: Structural Features of Literature and Analysis of Grade-Appropriate Narratives. The Literary Criticism standard skills are not addressed.

KEY TO READING STANDARDS TABLES:

Features in white text boxes have direct effects on student outcomes.

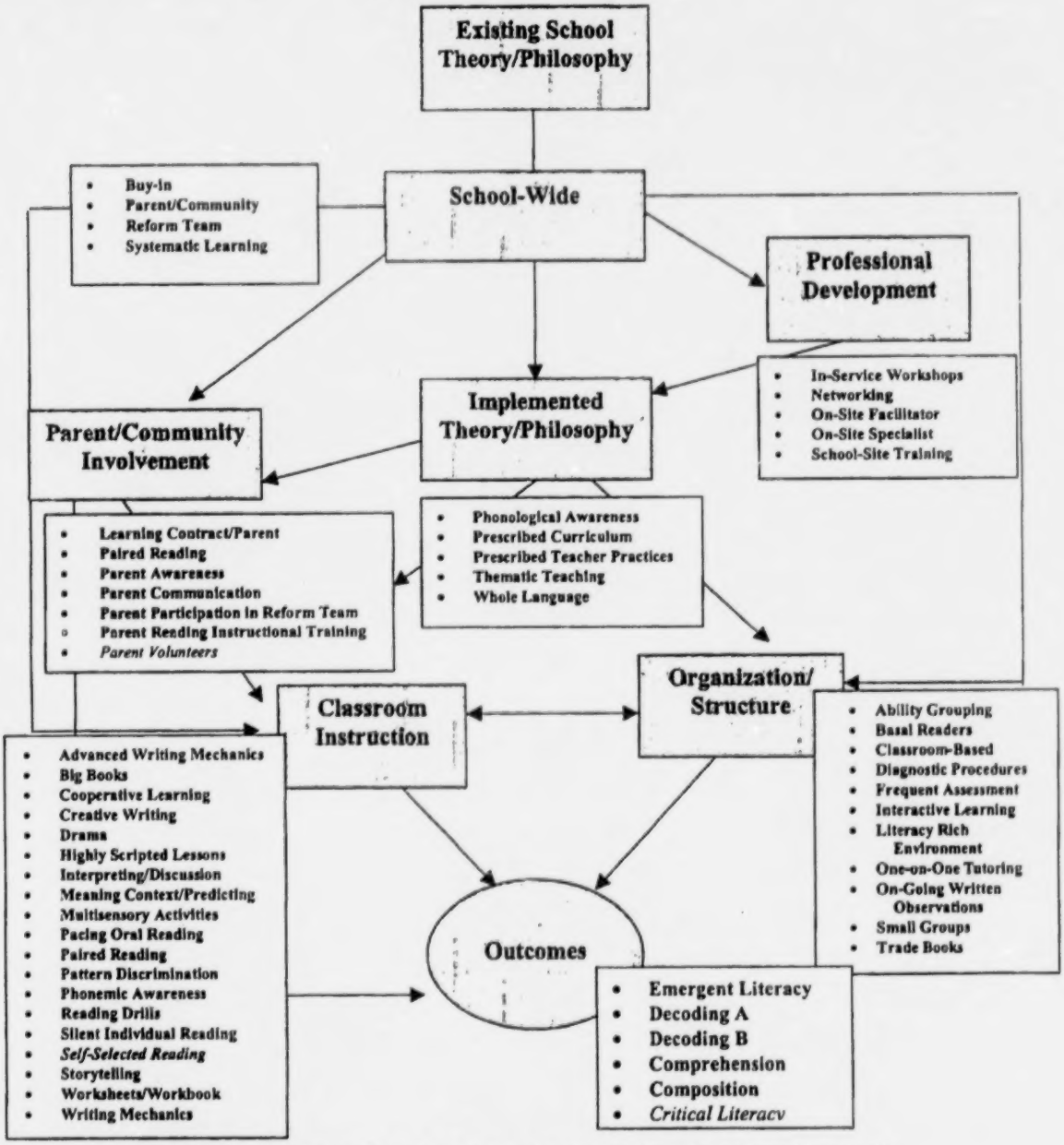
Features in gray text boxes have indirect effects on student outcomes.

[Bracketed Features] can have direct or indirect effects on student outcomes. These features have an effect only when the specific standards are addressed by the feature.

Features in regular text are always present in the reform.

Features in italicized text are sometimes present in schools implementing the reform but are not required by the reform.

Figure III.B.2
Success for All
Reform Program Features



Bolded features are part of the reform; *italicized features* are sometimes adopted by schools implementing the reform.

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Success for All
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Success for All
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Chart III.B.1.1 Success for All

INDIANA ACADEMIC STANDARDS FOR READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	[Systematic Learning]	Systematic Learning	Systematic Learning	Systematic Learning	Systematic Learning	Systematic Learning	N/A
Implemented Theory/ Philosophy	Phonological Awareness [Prescribed Curriculum] [Prescribed Teacher Practices]	Phonological Awareness Prescribed Curriculum Prescribed Teacher Practices	Phonological Awareness Prescribed Curriculum Prescribed Teacher Practices	Prescribed Curriculum Prescribed Teacher Practices	Prescribed Curriculum Prescribed Teacher Practices Whole Language	[Prescribed Curriculum] [Prescribed Teacher Practices]	N/A
Professional Development	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	[In-Service Workshops] [Networking] On-Site Facilitator On-Site Specialist School Site Training	[In-Service Workshops] [Networking] On-Site Facilitator On-Site Specialist School Site Training	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	[In-Service Workshops] [Networking] On-Site Facilitator On-Site Specialist School Site Training	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A
Parent Involvement	Parent Reading Instructional Training *[Parent Volunteers]* Learning Contract/ Parent *Paired Reading*	Parent Reading Instructional Training *[Parent Volunteers]* Learning Contract/ Parent *Paired Reading*	Parent Reading Instructional Training *[Parent Volunteers]* Learning Contract/ Parent *Paired Reading*	Parent Reading Instructional Training *[Parent Volunteers]* Learning Contract/ Parent *Paired Reading*	Parent Reading Instructional Training *[Parent Volunteers]* Learning Contract/ Parent *Paired Reading*	Parent Reading Instructional Training *[Parent Volunteers]* Learning Contract/ Parent *Paired Reading*	N/A
Organization/ Structure	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment [Systematic Learning]	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups Systematic Learning	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Small Groups Supplemental Learning Systematic Learning	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups [Systematic Learning] Trade Books	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Systematic Learning	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups [Systematic Learning] Trade Books	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups [Systematic Learning] Trade Books
Instructional Classroom	Big Books Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Big Books Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Big Books Cooperative Learning Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Pattern Discrimination Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Cooperative Learning Interpreting/Discussion Multisensory Activities Performance Assessment Paired Reading Self-Selected Reading Worksheets/Workbooks Writing Mechanics	Big Books Cooperative Learning Creative Writing Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Multisensory Activities Pacing Oral Reading Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Cooperative Learning Creative Writing Interpreting/Discussion Paired Reading Performance Assessment Reading Drills Worksheets/Workbooks Writing Mechanics	Advanced Writing Mechanics Cooperative Learning Creative Writing Interpreting/Discussion Paired Reading Performance Assessment Worksheets/Workbooks Writing Mechanics

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Chart III.B.1.2 Success for All

INDIANA ACADEMIC STANDARDS FOR READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	*Expository (Informational) Critique 5-6*	*Expository (Informational) Critique 7-8*
School-Wide	[Systematic Learning]	[Systematic Learning]	N/A	[Systematic Learning]	[Systematic Learning]	N/A	[Systematic Learning]	N/A
Implemented Theory/ Philosophy	[Prescribed Curriculum] [Prescribed Teacher Practices]	[Prescribed Curriculum] [Prescribed Teacher Practices]	N/A	[Prescribed Curriculum] [Prescribed Teacher Practices] Thematic Teaching Whole Language	[Prescribed Curriculum] [Prescribed Teacher Practices] Thematic Teaching	N/A	[Prescribed Curriculum] [Prescribed Teacher Practices] Thematic Teaching	N/A
Professional Development	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A
Parent Involvement	Parent Reading Instructional Training *[Parent Volunteers]*	Parent Reading Instructional Training *[Parent Volunteers]*	N/A	Parent Reading Instructional Training *[Parent Volunteers]*	Parent Reading Instructional Training *[Parent Volunteers]*	N/A		N/A
	Learning Contract/ Parent *Paired Reading*	Learning Contract/ Parent *Paired Reading*		Learning Contract/ Parent *Paired Reading*	Learning Contract/ Parent *Paired Reading*			
Organization/ Structure	Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Trade Books	Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Trade Books	N/A	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Trade Books	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Trade Books	N/A	Ability Grouping Basal Readers Classroom-Based Frequent Assessment Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Trade Books	N/A
Classroom Instruction	Big Books Highly Scripted Lessons Interpreting/ Discussion Paired Reading Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Cooperative Learning Creative Writing Interpreting/ Discussion Paired Reading Worksheets/ Workbooks Writing Mechanics	N/A	Big Books Cooperative Learning Creative Writing Drama Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Paired Reading Pacing Oral Reading Silent Individual Reading Storytelling Worksheets/ Workbooks Writing Mechanics *Self-Selected Reading*	Advanced Writing Mechanics Cooperative Learning Creative Writing Drama Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Paired Reading Silent Individual Reading Worksheets/ Workbooks Writing Mechanics *Self-Selected Reading*	N/A	Advanced Writing Mechanics Cooperative Learning Creative Writing Drama Interpreting/ Discussion Silent Individual Reading Worksheets/ Workbooks *Self-Selected Reading*	N/A

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Chart III.B.1.3 Success for ALL

INDIANA ACADEMIC STANDARDS FOR READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level-Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level-Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level-Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	[Systematic Learning]	N/A	[Systematic Learning]	[Systematic Learning]	N/A	[Systematic Learning]	N/A
Implemented Theory/ Philosophy	[Prescribed Curriculum] [Prescribed Teacher Practices]	N/A	[Prescribed Curriculum] [Prescribed Teacher Practices]	[Prescribed Curriculum] [Prescribed Teacher Practices] Thematic Teaching	N/A	[Prescribed Curriculum] [Prescribed Teacher Practices]	N/A
Professional Development	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A	[In-Service Workshops] [Networking] [On-Site Facilitator] [On-Site Specialist]	N/A
Parent Involvement	Parent Reading Instructional Training	N/A	Parent Reading Instructional Training	Parent Reading Instructional Training	N/A		N/A
	Learning Contract/Parent *Paired Reading*		Learning Contract/Parent *Paired Reading*	Learning Contract/Parent *Paired Reading*			
Organization/ Structure	Ability Grouping Basal Readers Classroom-Based Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Trade Books	N/A	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Small Groups Trade Books	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Interactive Learning One-on-One Tutoring On-going Written Observations Small Groups Trade Books	N/A	Ability Grouping Basal Readers Classroom-Based Literacy Rich Environment One-on-One Tutoring Small Groups Trade Books	N/A
Classroom Instruction	Cooperative Learning Creative Writing Drama Interpreting/ Discussion Paired Reading Silent Individual Reading Worksheets/ Workbooks *Self-Selected Reading*	N/A	Big Books Cooperative Learning Creative Writing Drama Highly Scripted Lessons Interpreting/ Discussion Meaning Context/ Predicting Multisensory Activity Paired Reading Silent Individual Reading Storytelling Writing Mechanics Worksheets/ Workbooks *Self-Selected Reading*	Cooperative Learning Creative Writing Drama Interpreting/ Discussion Meaning Context/ Predicting Paired Reading Silent Individual Reading Worksheets/ Workbooks *Self-Selected Reading*	N/A	Cooperative Learning Creative Writing Interpreting/ Discussion Silent Individual Reading *Self-Selected Reading*	N/A

Part IV: Assessing Early Reading Programs

By Edward P. St. John

Schools can choose from among a wide range of alternative approaches to early reading and literacy intervention. The reviews (Parts II and III) point to the range of choices, but this set of reforms does not exhaust all possible reform models. Educators who are considering interventions need to recognize that there are far more options available to them than we have reviewed. Nevertheless, this review can inform local efforts to plan for early interventions. This section provides guidance for schools considering intervention options.

The processes of assessing the early literacy challenge, defining a new direction or vision, and selecting an intervention method are decision processes. They should involve teachers and administrators as well as input from parents. Ideally a group of teachers and parents should work together, as a team, to assess the early literacy challenge they face.

Assessing Current Practice

Elementary schools are competing in an environment that emphasizes the educational "bottom line": how well the school compares to other similar schools. Most states use some type of standardized testing to compare schools. Many have high-stakes testing for children, requiring passing standardized tests for promotion or graduation. Some states provide "report cards" to parents that compare schools to similar schools. And most states have a policy that encourages or requires schools to change their curricula if they have poor educational outcomes. In this context, it is important to start with consideration of educational outcomes. However, this is only a start. It is also important to consider current educational practices—the features of the current early reading and literacy program—and challenges facing early primary teachers as they think about improving their early literacy programs. Therefore, we suggest three steps in assessing a school's early literacy program.

Step 1: Assess Educational Outcomes

When thinking about whether to undertake an intervention in early reading and literacy, it is important to start with an analysis of two types of outcomes: measures of attainment/opportunity (retention and special education identification) and measures of early reading achievement (first through fourth grades).

Opportunity to Achieve

When schools have large percentages of students who are referred to special education or who are retained in grades K-3 (and possibly grades K-5[3]), this could be an indicator of problems with the fit between the schools' literacy programs and the learning needs of children in the schools. However, since the percentages of students who are retained in schools is influenced by the extent of poverty (or percentage on free lunch) and the types of locale (with urban and rural schools usually facing the largest challenge), it is important that educators consider "similar" schools when assessing outcomes. The schools used for comparison should have similar rates of poverty and be in similar locale types within the same state (see Box IV.A: "Retention Rates Grade 1-3"). Therefore, when beginning an assessment of the need for early reading intervention, it is important to ask:

- What percentage of students in grades K-3 was identified as having learning disabilities? (Consider the past three years at a minimum.)
- How does this percentage compare to similar schools in the state? (Consider schools with similar poverty rates and in similar locale types.) (See Box IV.B: "Special Education Referral Rates")
- What percentage of students in grades K-3 was retained in grade level? (Again, consider at least three years.) (See Box IV.A: "Retention Rates Grade 1-3")
- How does this percentage compare to other similar schools?

[3] Referral and retention rates for grades 1-5 are not available for comparison.

Box IV.A Retention Rates Grade 1-3

To calculate the retention rate for grades 1-3, divide the total number of students retained in grades 1-3 last year by the total number of students in grades 1-3 during the same year. The average retention rates are provided below for high poverty schools (above state average) and for low poverty schools (below state average), for city, suburban/urban, fringe, and rural schools.

Grade Retention Grade 1-3	Mean	Std. Dev.	N
High Poverty and Urban Fringe/Town	2.42%	2.53%	179
High Poverty and City	2.67%	2.87%	125
High Poverty and Rural	1.89%	2.19%	69
Low Poverty and Urban Fringe/Town	1.52%	1.55%	223
Low Poverty and City	1.81%	1.31%	25
Low Poverty and Rural	1.83%	1.90%	190

Notes: (1) Grade Retention Grade 1-3 = $\frac{\text{Number of Grade Retention Grade 1–3}}{\text{Enrollment Grade 1–3}}$

(2) Comparison schools have double weight.

(3) High and low poverty schools grouped based on median % of free and reduced lunch (median = 23%).

Box IV.B Special Education Referral Rates

To calculate special education referral rates, divide the number of students referred to special education for grades 1-3 by the total number of students enrolled in grades 1-3 for the same year. The average referral rates for high-poverty schools (average for schools above the state average) and low poverty schools are provided below for each locale type.

Special Education Referral Grade 1-3	Mean	Std. Dev.	N
High Poverty and Urban Fringe/Town	5.70%	3.68%	179
High Poverty and City	5.63%	3.19%	125
High Poverty and Rural	5.00%	3.04%	69
Low Poverty and Urban Fringe/Town	4.09%	2.56%	223
Low Poverty and City	4.51%	3.32%	25
Low Poverty and Rural	4.74%	3.59%	190

Notes: (1) Special Education Referral Grade 1-3 = $\frac{\text{Number of Special Education Referral Grade 1-3}}{\text{Enrollment Grade 1-3}}$

(2) Comparison schools have double weight.

(3) High and low poverty schools grouped based on median % of free and reduced lunch (median = 23%)

When the answers to these questions are compiled, the school will have an indication of the extent of the early reading and literacy challenge it faces. If both of these indicators are below the average for similar schools, then the school has a strong program and a major restructuring may not be needed. There may be reason, however, to consider making refinements to the current program.

If the school is close to the average for similar schools on these indicators, then there is room for intervention. These schools may have a sound basic program, but may want to consider implementing interventions that provide opportunities for more children to read on grade level at the end of third grade.

Finally, schools that have high percentages of students who are retained or who are referred to special education may want to consider a new classroom-wide approach to early literacy improvement or school-wide restructuring methodology.

Reading Achievement

Standardized tests provide another indicator of early reading achievement. It is important, however, to consider how well low-achieving students are doing compared to low-achieving students at similar schools, as well as compared to the state average (See Box IV.C: "Comparing ISTEP+ Pass Rates"). Schools contemplating an intervention in early reading should consider the following questions:

- What is the school's pass rate on the state's test of early reading (i.e., state-mandated tests for grade 3)?
- How does the pass rate compare to similar schools (by locale type and level of poverty)?

Test scores provide an indication of how well students are learning to read, while the opportunity indicators (i.e., retention and special education referral) provide evidence of whether students are learning to read. Thus, it is possible for a school to have high scores and high failure. If this is the case, some type of change may be needed.

If scores are high and both referral and retention are low compared to similar schools, the early literacy program is probably working well. There may be reason to continue with the assessment, in order to reflect on where the school is now and how it can further improve. However, the goal for these schools is excellence! Teachers still may want to consider inquiry-based approaches that add to their professional development and to the learning opportunities (i.e., breadth and depth of student experience).

Box IV.C Comparing ISTEP+ Pass Rates			
School Category	**Mean**	**Std. Dev.**	**N**
% Passing ISTEP English/Language Arts Scale Score			
High Poverty and Urban Fringe/Town	62.28%	12.64%	179
High Poverty and City	64.43%	14.39%	125
High Poverty and Rural	64.18%	11.13%	69
Low Poverty and Urban Fringe/Town	73.67%	11.10%	223
Low Poverty and City	63.66%	19.76%	25
Low Poverty and Rural	70.34%	10.98%	190
Notes: (1) Comparison schools have double weight. (2) High and low poverty grouping based on median % getting free and reduced lunch (median = 23%)			

Finally, if schools have low scores and are high on special education identification and within-grade retention compared to similar schools, they face fundamental challenges. They should consider more substantial restructuring methods. Classroom-wide methods may be appropriate if the problem is reading and not math. If both indicators are problematic, the school may decide to seriously consider a comprehensive school reform model.

Step 2: Assess the Features of the Current Program

While consideration of educational outcomes may provide visibility into the extent of the literacy challenge facing an elementary school, it provides little insight into the specific nature of the problem. To gain insight into the reasons for the challenge, it is important to build an understanding of the features of the current early reading and literacy program. We have attached a survey instrument that can be used to assess current practice (Appendix B). We suggest the following steps:

- All teachers and specialists who teach reading to students in grades K-5 should complete the survey.
- Tabulate the results: How did the teachers at each grade level respond?
- Analyze results: What were the similarities and differences in responses to the questions within grade levels and/or across grade levels?

The survey results provide a data resource that can be used in planning, and we provide further guidance for working with the survey results in the remainder of this Guide. However, as part of the initial analysis, it is important to consider:

- Are most early primary teachers using similar approaches in their reading and literacy instruction?
- Is a coherent approach evident across grade levels in the early reading and literacy program?
- Is the philosophy of teachers reflected in the classrooms?
- Is the approach balanced?
- Does it reflect strong systematic methods and a literature rich approach?

Positive answers to these questions suggest cohesiveness in the early reading and literacy program. If these schools have problems with educational outcomes, then they may want to change the entire system—to try classroom-wide or school-wide methods. However, if there is great variation, there is reason to dig deeper, to consider how outcomes in classrooms are related to the methods used in classrooms. It is important for those who are engaged in the process to use an open and respectful process.

Step 3: Compare to State Standards

Once a profile of current practice has been compiled, consider how well current practices compare to state standards (see Appendix C: "Program Features Related to State Standards"). Consider the following questions:

- Which standards are currently being addressed (i.e., a substantial portion of practices related to the standard are frequently used)?
- Which standards are not adequately addressed? (If many of the features related to the standard are being used, consider whether the standard is being addressed by the practices that are being used.)

If there are gaps between classroom practices and the types of practices that relate to particular standards, then a challenge is to fill the gap. Teachers should consider alternative models that might help them address state standards.

Step 4: Identify Critical Challenges

Based on a review of these two data sources, it is possible to gain insight into the nature and extent of the literacy challenges facing an elementary school. (See Box IV.D: "Indiana's Balanced Approach"). This type of assessment provides information on the nature of the challenge facing the school. At this stage the study team should consider:

- Are small refinements or large-scale changes needed?
- Who should review the assessment results?
- Who should be involved in the next phase of planning?

This first stage of assessment can provide an indication of the nature of the problem, but it offers no solutions. Indeed, it is appropriate to get a sense of the extent of the challenge and to build an understanding of the types of changes that make sense for the school as a whole, before considering specific interventions.

Setting a New Direction

Planning for early reading and literacy intervention is appropriately viewed as a process that can build a consensus about the direction a school might take. Indeed, one of the biggest challenges schools face in deciding on an intervention strategy is to choose a strategy that fits the school and has the support of teachers in the school. Therefore, it is important to have an open process of decision-making and discussion that involves teachers in reflecting on their classrooms, as well as on the changes in their classrooms likely to result from interventions. If this process is approached in an open way that encourages communication about concerns facing teachers, parents, and children, then it is possible to build consensus about taking a new path in the early reading and literacy program. A suggested strategy is outlined below.

Step 1: Build an Understanding of the School's Philosophy

It is important that the school community consider the implemented philosophy of early reading and literacy. To get started, we suggest that the planning group reconsider the responses to the questions in Part II of the Early Literacy Intervention Classroom

Survey. Each of these questions is presented as a continuum. They should reflect on the extent to which their classrooms:

- Are teacher-directed or student-directed.
- Are child centered/developmental or prescribed/systematic.
- Are code/phoneme or meaning/comprehension oriented.
- Teach code/phonemes outside or inside of context.

The responses to these questions provide insights into the extent to which the school's early reading and literacy program is situated in a phonics tradition, a literature-rich tradition, or a balanced approach. Responses that are closer to teacher-directed, prescribed/systematic, code/phoneme oriented, and teaching code/phonemes outside of context, are more oriented toward the phonics tradition. The closer responses are to being student-directed, child-centered, meaning/comprehension oriented, and teaching code/phonemes within context, the closer they are to the whole language tradition. Responses that are in the middle indicate balance. It is important to consider:

- Is a consistent philosophy used within grades? Across grades K-3 (or K-5)?
- Is the tendency toward phonics, literature-rich, or a balance?
- Is a diversity of philosophies in use?

Understanding the school's philosophy provides a starting point for its planning process. The answers to these questions provide a critical source of information for making decisions about the intervention strategies. The answers will provide insight into whether there is a consensus in the school. If a school has respectable educational outcomes in relation to similar schools and a consistent philosophy, there may be no reason to change.

Current thinking—and a growing body of research—favors using a balanced approach. If a school relies more strongly on one philosophy (e.g., whole language or phonics) than the other and has poor educational outcomes, there may be a need to have an open discussion about the approach being used. In these cases it may be appropriate to consider moving toward a balanced approach. The advantage of this transition might be that it helps the school build a consensus. However, these questions relate to very basic values and beliefs held by educators and it is not desirable to try to force uniformity.

If the teachers in a school have diverse philosophies and students rate high on educational outcomes, school leaders are probably doing a good job assigning students to teachers whose philosophies match the students' learning styles. Certainly if a school finds itself in this situation, then the early primary teachers might want to share their insights about these issues.

Box IV.D **Indiana's Balanced Approach**

A recent study of Indiana's elementary schools reveals that the schools in the state are using a balanced approach to reading. A survey (a more detailed version of the appended example) was sent to schools funded by the state's Early Literacy Grant Program (i.e., Reading Recovery and Other Early Literacy Interventions) and to a random sample of all schools that were not funded. The random sample was used as a comparison.

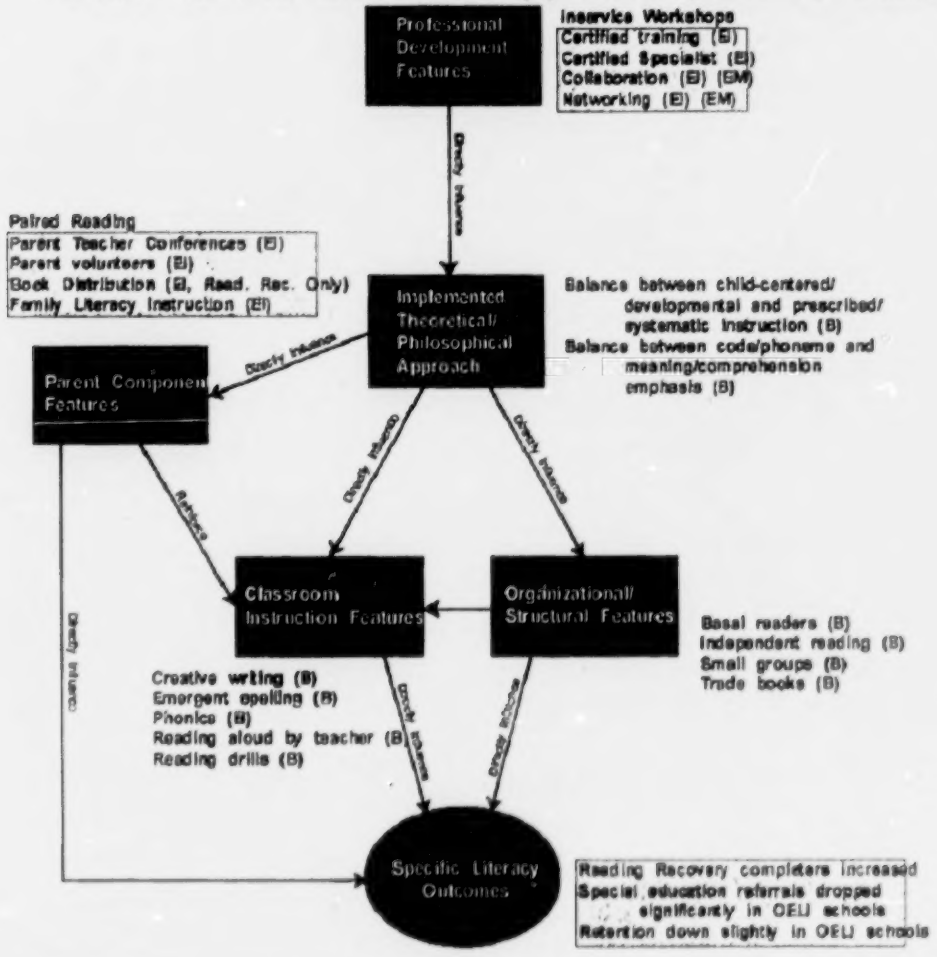
Both the funded and comparison schools had a set of common features for classroom instruction organization/structure, which indicated a balanced approach to the daily instructional activities in schools. In addition, the average school indicated a balance between being child-centered and prescribed/systematic, and between emphasizing code/phoneme and meaning comprehension. However, professional development was generally limited to in-service workshops, and parent involvement was generally limited to paired reading. In Indiana, the typical school has a balanced curriculum, but has needs for on-going professional development. This approach is illustrated in Figure IV.A.

Step 2: Identify Strengths and Weaknesses

The second step in the planning process should focus on strengths and weaknesses of the current approach. This involves getting into more depth about the program features related to structural/organizational (Survey Part I.A) and classroom instruction (Survey Part I.B). First review the results of the survey:

- What are the frequently and infrequently used structural/organizational features?

Figure IV.A The Early Intervention Grant Program [EIGP] Adds to the Balanced Approach (1997-98 Survey)



Key:

B Features marked with a (B) are regularly used in Indiana schools and are a part of Indiana's balanced approach to reading and literacy instruction.

Features and Outcomes that are Highlighted are those that represent program enhancements only in EIGP schools. There are two categories of these EIGP-only features.

EI Features marked with (EI) are features which are used significantly more often in EIGP programs than in comparison schools, though not necessarily enough to be considered common to most EIGP schools.

EM Features marked with (EM) are used in the majority of EIGP programs and are *not* used in the majority of comparison schools.

Combinations of markings

Features with both (EI) *and* (EM) denote that EIGP schools use the feature significantly more than comparison schools *and* the feature is used in the majority of EIGP school *and* the feature is not used in the majority of comparison schools.

Features with both (B) and (EI) indicated that the feature is used in the majority of both comparison and EIGP schools *and* that the feature is even more common in EIGP schools than it is in comparison schools.

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- What are the frequently and infrequently used instructional features?
- How well are the structural/organizational and instructional features aligned with philosophies used in the classrooms? (Individual teachers may want to reflect on this question for their own classrooms.)

Reflection on these questions provides an opportunity for teachers to consider their own values and practices in relation to each other. Ideally, the option of choosing an approach to improve the early literacy program should provide a chance for teachers to think about the strengths and weaknesses in their own classrooms. They may also want to consider the types of parent involvement that might be needed. They may want to consider:

- When are current classroom practices (structural/organizational and instructional) closely aligned with the implemented philosophy?
- When are the classroom practices incongruent with the implemented philosophy?
- Are some classroom practices used too frequently or infrequently?
- How are classroom practices related to the educational outcomes of students in the classroom?
- Are there other practices that might merit more widespread use? Are there practices that you would like to learn more about?
- How can families be more involved in the early reading and literacy program?

Once teachers have had a chance to reflect individually on these questions, they should have a conversation. Share reflections! Consider what the strengths and weaknesses of the program might be. Such a conversation will provide a basis of information about the early reading and literacy program that can inform choices about the specific types of interventions that merit consideration in the school.

Step 3: Identify Possible Approaches

With this background, it is possible to identify a few interventions that merit more serious consideration. At this stage, teachers should review the summary reviews of the interventions described earlier, other reading sources related to the interventions that

seem to be of interest, and other related interventions. Consider how other schools have benefited from their programs (see Box IV.E: "Indiana's Early Intervention Grant Program). As part of this review, they may want to consider:

- Which interventions include the types of program features that the teachers would like to learn more about and try out?
- Which interventions are more consistent with the philosophies that predominate in the school (or that are desired, if there is agreement that change is needed)?

Box IV.E Indiana's Early Intervention Grant Program

Evaluation of the first three years of Indiana's Early Intervention Grant Program (EIGP) have confirmed that most of Indiana's schools funded through EIGP added the following professional development features to the typical balanced approach:

- Certified Training
- Certified Specialists

In addition, funded schools report more frequent use of:

- Collaboration
- Networking
- In-Service Workshops

They also added the following parent involvement strategies:

- Parent Volunteers
- Book Distribution
- Family Literacy

The funded schools used more of the following classroom instructional features:

- Creative Writing/Essays
- Cooperative Learning
- Student Paired Reading

The following organization/structural features were also used more frequently in funded schools:

- Independent Reading
- Ability Groups

By strengthening their professional development opportunities, they strengthened their curriculum and instructional processes (the combination of implemented philosophy, classroom instruction, and organization/structural support). Further, this pattern emerged among schools that chose models from those reviewed earlier, along with schools that developed their own intervention approaches.

This combination influenced improvements in the numbers of students served, reductions in special education referrals, and reductions in retention (see Figure IV.A). Both descriptive analyses and regression analyses confirm that the interventions influenced the changes in outcomes. Funded schools had less retention and special education referral.

These questions should be openly discussed. Teachers should be encouraged to read more extensively about different methods when they have questions and to share their reflections on their reading. The key issue is to choose methods that make sense to the school. It is possible that a single approach will make sense. It is also possible that none of the available methods will make sense for the school, in which case a school may decide to develop their own approach.

Designing an Intervention

If there is a consensus around a method, then it makes sense to proceed with the idea. This involves finding out where to get the professional development and other resources to try out the new method. However, if the school seeks to develop its own approach, it is time to start a more in-depth planning process. Ideally a planning team would be formed to plan an approach for the school.

Based on our research reviews, we have developed a set of criteria to guide the design of site-based interventions for early reading and literacy programs. A step-by-step process for designing a local, research-based program is outlined below.

Step 1: Recognize the Complexity of Early Reading

Using the assessment of educational outcomes, reconsider how well your school is doing on early reading and literacy:

- How well prepared are new students for learning to read? Do they enter school with emergent literacy skills? How well does the school help students develop these skills?
- How well does the school prepare children to decode texts?
- How well does the school prepare children to comprehend texts?
- How well does the school prepare children to compose texts in their early writing experiences?

The assessment of educational outcomes provides a baseline indicator of how well the school is doing on each of these outcomes. Using these results, teachers and administrators in a school need to think through the current program and to identify the

outcomes that need to be improved. These outcomes should be the target of the intervention design.

Step 2: Use a Comprehensive, Balanced Approach

Schools need a balanced approach to reading that combines (a) systematic and formative approaches to early reading instruction with (b) a literature-rich environment that provides texts that are meaningful to children. The assessment of classroom practices (the survey and discussion process outlined above) provides a baseline of information about the school's early reading and literacy program. Using these results, consider:

- What philosophical approach to balancing decoding and literature-rich instruction should be used in the school?
- What key features of the systematic and literature-rich aspects of the desired balanced approach are not being used frequently enough to bring balance to the classroom? Developing these features represents a challenge!
- What key features of the systematic and literature-rich approach are currently being used? These features are strengths on which to build!
- What are the key features of a balanced approach that are needed in the school? In each grade level?

Thinking through these questions will provide insight into the strengths of the current early reading and literacy program, as well as how the program might be strengthened. This list can be used as an input to the design of an intervention strategy.

Step 3: Focus on Underlying Development of Children

While children learn in different ways, there is an underlying process of development that seems to guide the ways skills develop. However, given the diversity of ways that children learn, teaching early reading is not always as simple as laying out a prescriptive set of tests and processes. Before beginning to design an early intervention strategy, it is important to think through the issues that seem to surface each year. Teachers who are involved in early reading and literacy instruction should consider:

- What problems do they encounter each year at the start of the school year?

- What kinds of special learning problems do they frequently encounter during the school year? Are there some parts of the current curriculum that children have difficulty grasping?
- Do they have workable classroom strategies for dealing with differential rates of learning? Do children have ample opportunities to cooperate in the learning process and to learn from sharing with peers?
- Does the sequence of the curriculum work well for most children? When some children have problems learning or seem bored because they are ahead, are there alternative exercises and activities available to address individual learning needs?

Sharing reflections on these questions, along with related questions that surface during the process of discussing the curriculum, should provide insight into how well the flow of the curriculum matches the needs of children in the school. Further collective reflection on the following questions can lead to a set of design parameters:

- Are problems shared by teachers across the school, or do different teachers experience different problems each year?
- Are problems routinely encountered as children move across grade levels, or are there no clear patterns across the early primary grades?
- Are the biggest problems with the curriculum, or do most teachers feel as though enhancement and enrichment are more important concerns?

After teachers reflect together on these questions, they will have a better idea about whether they need to make fundamental, structural changes in the curriculum, or whether more teacher inquiry and reflection is the primary area of need. If, after reflecting on these questions, teachers agree there are shared, school-wide problems, then it makes sense to think about school-wide and classroom-wide intervention strategies. However, if the consensus is that the basic structure is workable, but that each teacher needs to address specific issues, then an inquiry-based approach may be needed (within classrooms, in the school as a whole, or both, depending on the overall approach used).

Step 4: Use a Coherent Intervention Strategy

It is increasingly evident that the various parts of a school's early reading and literacy program must work well together. If one approach is used in a pullout program and another approach is used in the regular classroom, for example, children will find it difficult to relate their learning experience in the one-on-one process to the regular process. While inclusion in special education and school-wide Title I have basic design approaches to overcome this difficulty, even these systematic approaches do not always work well for all children and all teachers. Therefore, as part of their collaborative-design process, teachers should reflect on questions about the cohesiveness of their approach to reading:

- How well do the curriculum and learning activities in pullout and regular classrooms complement and reinforce each other?
- How well do the methods used across the early primary grade levels enhance and reinforce each other?
- How well does the early primary reading and literacy program complement and enhance the learning environments of the upper-primary grades? Do students have the foundations in reading and literacy that they need to read on grade level by the start of grade 4? Does the upper-primary curriculum build on the skills of the lower grades or emphasize remedial processes that are redundant?
- Are there professional development opportunities for teachers that help them to identify their own professional challenges and to design strategies to address these challenges?

Reflecting on these and related questions provides a more concrete basis for a design. With this type of information, coupled with the insights from the earlier steps in this design process, teachers and site administrators can reflect on an overall design strategy. Consider:

- Which program features need to be more heavily emphasized in the early primary grades?
- Which approaches to these new programs will build on the current strengths of the school's early reading and literacy program?

- What do individual teachers need to learn to implement these approaches in the schools?
- What outside resources are needed? How can parents and the local community help?
- What types of professional development opportunities will be needed by teachers to make the plan work?

Step 5: Integrate Inquiry into the Intervention

One of the ways to help locally designed interventions work better is to integrate inquiry into the design. This should include focus on the intended outcomes of the intervention and the ways that the intervention is supposed to help children learn better. In addition, classroom inquiry can also enhance the ways individual teachers actually improve their educational practice. Therefore, reading and early literacy interventions need both the big wheels (evaluation of the program) and little wheels (inquiry by teachers in classrooms) of inquiry.

Schools that design their own intervention strategies will need well-defined action plans for implementation, along with well-defined evaluation plans. The implementation plans should include a focus on the professional development of teachers. This may require building in support from teacher educators at a local university. However, if the plans approach the intervention as an inquiry process, they will be better able to maintain a focus on professional development of teachers, as well as on the educational outcomes of students.

Assessing Impact

Not only should schools openly approach the decision process about the selection and design of early literacy interventions, but they should also consider ways of integrating an inquiry-based approach into their strategy for the intervention. We suggest the following ways this might be achieved.

Step 1: Plan for a School-Wide Evaluation

The planning process outlined above also provides a framework for the evaluation of local interventions. Keep in mind, schools should select interventions or design their own interventions with the intent of improving specific educational outcomes. At the outset of the intervention, they should identify the outcomes they hope to improve. At a bare minimum, a school-wide evaluation should consider:

- What educational outcomes were targeted for improvement?
- How was the intervention intended to address improvement? (How were the features included in the intervention related to the outcome?)
- Did teachers receive appropriate and adequate professional development opportunities? (Did they have opportunities to learn about the issues that were of most concern to them?)
- Was the intervention implemented? (Were the intended features implemented in classrooms?)
- Were there changes in the intended educational outcomes?
- How did the intervention influence changes in outcomes?

Ideally a school will have an evaluation plan that addresses these questions built into their intervention. By using a systematic evaluation of this type, educators will be able to test their own assumptions about the ways literacy improvement strategies influence educational outcomes.

Many resources are available on evaluation methods that schools can use to design evaluation plans. This is especially important for schools that develop their own intervention designs. In particular, Roger Farr and Beth Greene's *A Guide for Evaluating a Reading or Language Arts Program* (Indiana Education Policy Center, 1999) provides guidance for developing local evaluations.

Step 2: Integrate Classroom Inquiry

In the review of intervention methods, it was apparent that classroom inquiry offers a pathway into educational improvement and professional development. Indeed, there are good reasons for teachers to think about their own professional development processes. This process might involve:

- Reflecting on the challenges in the classroom (related to educational outcomes and other considerations noted above, as appropriate).
- Reviewing current practices and alternative practices to identify areas on which to focus efforts to improve classroom practices.
- Developing plans for classroom interventions (as classroom experiments).
- Seeking professional development opportunities and other resources, as needed.
- Testing the new approaches in the classroom.
- Assessing the results of the experiments (in relation to intended educational outcomes and personal goals).

Step 3: Use Collective Reflection

If these steps are taken, the school will have set in motion a new, more dynamic change process that includes both school-wide and teacher inquiry. It will be important to encourage reflection among teachers about what they have learned, to relate teacher reflections to the results of school-wide evaluations, and to use both sets of insights in the on-going planning and professional development processes.

Conclusion

The new wave of research-based reforms in early reading and literacy creates opportunities for educators to learn from proven methods when they plan for and develop site-based interventions. However, making good choices about intervention strategies is not a simple process. It requires assessing the educational needs, assessing the strengths and limitations of the school's early reading and literacy program, and developing an approach that addresses the most critical challenges.

This Guide provides a framework that can guide and inform school decisions about early reading and literacy interventions. The review of research-based programs offers a resource for choosing a program, a sound design, and perhaps a solid confirmatory research base. Alternatively, the review can be used as an information base for developing a local intervention strategy.

Appendix A

Glossary of Program Features

The Glossary provides background on each of the common program features. For each feature included in one or more reforms, we provide a definition and description, as well as identify the reforms that use the feature. The features are alphabetically organized within the following categories:

1. School-Wide Program Features
2. Implemented Theoretical/Philosophical Program Features
3. Professional Development Features
4. Parent/Community Involvement Features
5. Organizational/Structural Features
6. Classroom Instruction Features

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GLOSSARY

1. School-Wide Program Features

Backmapping

Definition: *A curriculum development process that begins with a set of specific learning standards and works "backwards" to determine what students need to know and be able to do to meet those standards, from which both curriculum and instruction, along with embedded assessments, are designed.*

Description: Implicit in this process, given the fact that the school site is presumed to have the responsibility to develop the curriculum, rather than an outside entity prescribing a curriculum, is that this process will involve, at the least, the teaching faculty of the school in a collaborative process to set the broad curriculum and possibly individual lessons. Some models may involve other school-site personnel and/or parents in the backmapping process. The process itself includes: the analysis of specific learning standards in order to develop performance indicators for those standards; the determination of scope and sequence of instruction across a school year to meet the performance indicators; and the development of a specified number of instructional units, related to the scope and sequence. Included with the instructional units would be recommended curricular resources, teaching strategies, and embedded assessments. This last step suggests that a school staff must have access (most likely through extensive professional development) to resources and/or the skills in teaching methods, resources, etc. Individual teachers may plan individual lessons or projects by beginning with a learning standard and designing a lesson to assist students in meeting that standard.

Example: Modern Red Schoolhouse

Buy-In

Definition*: A group decision that requires the majority of the personnel in the school to adopt the reform model in question.*

Description: This is a process for the school staff to decide which reform fits into their goals as a community. Often staff vote before design adoption. Buy-In gives schools the opportunity to choose the design that best fits their needs, philosophies, and, in a larger sense, communities. This process builds staff unity and assures that the teachers are willing to go with an intense process. In some cases this extends to parents or the community.

Examples: Accelerated Schools, America's Choice, Modern Red Schoolhouse, Success for All

Community Partnership

Definition*: The model builds a partnership with local organizations to help schools address students' needs. These features often work to link school achievement to the community.*

Description: Organizations might be consulted when the school is developing curricula, businesses might give hiring preferences to students graduating from a specific program at the school, or internships might be developed.
Examples: America's Choice (HS), Modern Red Schoolhouse, School Development Program

Formative Program Evaluation
Definition: *A periodic evaluation of both program implementation and resultant student outcomes for the explicit purpose of furthering the development of the reform and the school.*
Description: Program evaluation can be continuous or at specific times (e.g., after one year of implementation). The evaluation can be internal or provided by an outside consultant. The distinguishing feature is that the assessment is not done for judgments of the students or employees, but instead to assist the formation of further reform efforts.
Examples: Accelerated Schools, America's Choice, ATLAS, Early Intervention in Reading, First Steps, Lightspan, Modern Red Schoolhouse, School Development Program

Inquiry
Definition: *This is a specific process used by groups within the school (i.e., teachers, administrators, possibly parents, and students) to conduct action research in the school and to make recommendations to the school for reform actions to be adopted and implemented. The inquiry groups act as vehicles for directing the reform in the school.*
Description: The school community establishes the issues and research questions of the inquiry groups, and all members of the school participate in at least one of the inquiry groups. The process includes defining the issue/problem being studied and determining what data need to be collected and analyzed to study the problem, including external research (e.g., educational research) and school-site data. The inquiry groups make recommendations or present action plans to the school based on the results of the inquiry. The reforms implemented by the school are tied to the action plans from the inquiry. To consider the degree to which reforms implemented by the school are tied to specific student outcomes, the focus of inquiry groups must be taken into account.
Example: Accelerated Schools

Instructional Guidance
Definition*: This feature provides a common language and understanding among educators in the school about the school's instructional goals, methods, and practices, and is used by the reform model as part of the reform process at the school. The instructional guidance system serves as a directional compass to educators for making decisions about instruction both at the school-wide level and at the classroom instruction level.*
Description: This feature may be a mission or vision statement developed by the school, and/or a local or state set of instructional standards that the school has adopted as their own. To be "active," this feature must be agreed upon by the internal school community and be used as part of the reform process, serving as a resource in making school-wide decisions such as the selection of specific instructional materials or choice of professional

development. The presence of an instructional guidance system does not necessarily imply it is an active feature. If the guidance system was not referred to in decision-making, it is inactive. A study of factors related to site-based managed schools' effectiveness in implementing curricular and instructional changes found that while low-innovator schools may have had such documents (mission or standards) they were often filed away or ignored, and there was little agreement or shared understanding about the instructional direction of the school (Robertson and Wohlstetter 1995).[4] Conversely, the study found that the presence of an active instructional guidance system was a contributing factor in high-innovator schools.
Examples: Accelerated Schools, America's Choice, ATLAS, First Steps, Modern Red Schoolhouse, School Development Program

Learning Contracts/School
Definition: *The school enters a "contract" with students and parents where each party makes a commitment to take specific action related to the students' education. This is related to Learning Contracts/Parent and Learning Contract/Student and defines the school's responsibilities in the Contract.*
Description: Generally the school's commitment falls into the category of providing specific "opportunities to learn." If a student is expected to reach certain learning goals, the school commits to specific actions to help the student attain those goals. For example, in some Modern Red Schoolhouse schools, individual education compacts are written for each student, and those compacts serve as a *Learning Contract/School.*
Example: Modern Red Schoolhouse

Looping
Definition: *Students stay with the same teacher and student peers for two or more years.*
Description: A feature used in elementary and middle schools. For students, looping provides closer social relationships with teachers and peers. Teachers more fully know students' strengths and weaknesses and are better able to meet individual student needs. On-going peer relationships increase students' comfort and knowledge of their new grade. Since students know most of their peers, they spend less time finding and developing new friendships.
Examples: America's Choice, Modern Red Schoolhouse

Parent/Community Group
Definition*: A formal group that focuses on parental and/or community involvement in the school; the group often includes school personnel, representative parents, and members of the community.*
Description: This group or committee deals with issues of concern to parents and to the greater community. This may include issues such as attendance of students, school-based interventions, parental and community involvement, achievement, volunteer activities, or problems such as discipline. This feature may increase the school-home connections. The groups' agendas are set according to the needs of the parents, students, and school.
Examples: ATLAS, School Development Program, Success for All

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[4] Robertson, Peter J., & Priscilla Wohlstetter. (1995). Generating curriculum and instructional innovations through school-based management. *Educational Administration Quarterly, 31 (3)*, 375-405.

Reform Team

Definition: *A formal group that provides leadership in the planning and implementation of the reform model. This group often consists of the principal, on-site facilitator, and representatives of teachers and parents.*

Description: The group meets frequently to plan the implementation of the reform, and continues to meet during the implementation process in order to set policies regarding how the program should be adapted to the needs of the school.

Examples: Accelerated Schools, America's Choice, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

School-Within-a-School

Definition: *A middle and high school feature geared towards breaking down the size and anonymity of the school. Students are divided into smaller groups, often called "families," "academies," or "houses," with typically 120 – 250 students. Students take core classes together and share the same teachers.*

Description: This feature intends to increase the connections between students and teachers, and among students. The feature often includes assigning an advisor to each group of students, who acts as an advocate and stays with the students throughout their time at the school. The groups sometimes have different academic foci or themes, such as dramatic arts, health sciences, or business and technology. In its extreme form, the houses are highly autonomous, use different physical spaces in the school, and have their own administrations.

Example: America's Choice

Site-Based Management (SBM)

Definition: *The reform model requires implementation of site-based management, a decentralized decision-making structure with less hierarchical leadership.*

Description: Site-based management is a model of shared decision-making at the school, in which representatives from various constituencies within the school along with the school administration make decisions in specified areas (e.g., budget allocation or professional development). SBM suggests a flatter school governance structure than the traditional hierarchical structure. Proponents of SBM suggest that when the school decisions are made by a broad constituency there is more accountability and buy-in for those decisions.

Examples: Accelerated Schools, ATLAS, Modern Red Schoolhouse, School Development Program

Specialized Courses of Study

Definition: *Students choose a course of study based on interests or career aspirations.*

Description: Like career academies in a high school (10-12, or 11-12), the school offers several programs designed to increase course relevance for students and enhance student engagement. Students select a specialized course of study that can emphasize specific career strands, or a specialized college preparatory program such as an international baccalaureate program or intensive Advance Placement coursework. The feature is related to *School-Within-a-School* in terms of number of students and configuration with

faculty/classes. Within the reform programs, this feature should not be confused with academic tracking into vocational and college preparatory tracks.
Example: America's Choice

Study Groups/School
Definition: *Similar to Study Groups/Teachers, but includes members of the broader school community (such as parents, non-certified staff, and/or students) in the research about and action planning on reform issues.*
Description: This feature serves two important functions: broadening participation in and support for the reform activities, and providing alternative views and knowledge to the study groups.
Examples: Accelerated Schools, School Development Program

Study Groups/Teachers
Definition: *Groups or teams of teachers formed around specific issues to conduct research and take actions as specified by the reform model; these groups and their work are integral to the reform process.*
Description: Teachers collaborate to study different aspects within the school. They use the knowledge they gain through research and assessment to inform their future actions and then study those new actions. This feature is distinguished from Inquiry in its more limited use of systematic methodology or Inquiry philosophy.
Examples: ATLAS, America's Choice, Modern Red Schoolhouse

Systematic Learning—School-Wide
Definition: *The program uses a comprehensive and coordinated structure or set of structures that may allow for some individual flexibility, but which ultimately unify and organize the instruction. This program is implemented throughout the school, articulating classroom instruction within and across grade levels and subject areas.*
Description: Systematic learning tightens the link between features in the implemented theoretical/philosophical category and features in the organizational/structural category. This linkage organizes not just the classroom instruction features, but also the curriculum, outcomes measures, and even professional development. This feature takes a comprehensive approach to a defined topical area. Because methods, materials and outcomes are tightly linked, teachers have limited adaptability. This is not to say that it is inflexibly rigid, though this feature may be incompatible with certain empowerment approaches like learning community or student empowerment. The feature should effect greater consistency among classroom instruction, grade levels, and outcome measures. It is clearly visible in Success for All and arguably Reading Recovery. This feature is associated with prescribed curriculum or teaching practices.
Examples: America's Choice, Modern Red Schoolhouse, Success for All, Early Intervention in Reading

Taking Stock
Definition: *Taking stock is a school-wide collection and analysis of data about the school to assess the school's strengths and weaknesses. In essence, taking stock is inventorying the school to understand its current state.*

Description: Taking stock can involve both a critical analysis of student and teacher performance and a realistic inventory of existing school programs, resources, etc. This feature is usually present in process-oriented reform models and is usually conducted by a group within the school. Proponents of taking stock believe that it will cause the school to plan more strategically.
Examples: Accelerated Schools, America's Choice, ATLAS, Modern Red Schoolhouse

Visioning
Definition: *A conscious effort by members of the school, and sometimes the larger community, to decide how they want the school, instruction, etc. to look.*
Description: Visioning involves a fairly lengthy process in which members of the community meet, discuss, and reach consensus on vital school decisions that effect how the school will be run, how a model will be implemented, etc. A product of visioning can be instructional guidance and may include specific classroom procedures depending on the shared vision that is created.
Examples: Accelerated Schools

2. Implemented Theoretical/Philosophical Program Features

Acceleration

Definition: *The model advocates believe that enriching techniques and activities are most effective to address basic and higher order skills.*

Description: Acceleration can also be seen as an alternative philosophy to remediation for those classrooms where some students are academically behind. Model providers that use acceleration as a guiding principle believe that remediation is not effective to enhance student learning and is merely a repeat of already failed methods. Acceleration, on the other hand, uses alternative approaches that teach basic skills in an enrichment context and generally do not remove the student from the regular program. For instance, acceleration uses a literature-rich context for teaching basic language skills. Acceleration philosophy identifies the cause of less student learning as the teaching practice rather than the student's ability. Schools normally also adhere to a concept development philosophy.

Examples: Accelerated Schools, America's Choice

Caring Community

Definition: *This feature represents a belief that establishing a community of caring adults not only within the school, but also outside the school, will benefit student learning.*

Description: Proponents maintain that students have greater academic success when part of a larger caring community, in which the adults of the community (parents, teachers, social service providers) work together to address the needs of the students. This community safety network can extend far beyond school learning issues and can include providing children with meals, clothing, and emotional support.

Example: School Development Project

Child-Centered/Developmental

Definition: *This theory approaches teaching learning through the child's previous understandings, and follows the child's natural interests.*

Description: A child-centered model based initially on the work of Piaget, and more recently the work of Russian psychologist Vygotsky, has become influential. Rather than teaching literacy according to a "correct" or "transmission" model, it exercises and guides children's metacognitive strategies, helping children develop adult literacy on their own through guided experimentation and trial and error. Teachers try to keep students within what Vygotsky termed the "Zone of Proximal Development," a place where the students are in familiar enough territory to function, but where enough is unfamiliar that they are stimulated to grow. Note: this approach differs from a Student Empowerment approach in that it is still teacher-led. The hallmark of this approach is the interactivity between teachers and students as they negotiate the direction of learning. On the whole, this approach is compatible with most other approaches and indeed is a staple of the American education system.

Examples: ATLAS, First Steps, Modern Red Schoolhouse, School Development Program

Concept Development

Definition: *The emphasis in teaching is on conceptual understanding and using higher order thinking skills.*

Description: This theory suggests that skills are learned through the development of conceptual understanding, rather than an instructional end in themselves. Knowledge acquired conceptually is thought to be more likely to be retained, retrieved, and applied in both related and unrelated contexts. The method of teaching begins in the earliest of grades, so that students have the requisite understanding upon which to build higher order thinking skills. An example of this philosophy of instruction/curriculum is suggested in the math standards of the National Council of the Teachers of Mathematics.

Examples: Accelerated Schools, America's Choice, ATLAS, Modern Red Schoolhouse, Success for All (Math)

Constructivist Learning

Definition: *This theory is strongly rooted in cognitive psychology, especially that learning is constructed by the individual (student), based on their prior knowledge, interactions with the new learning, and generating connections to other domains of knowledge.*

Description: Constructivist learning theory challenges the traditional transmission/reception model of learning. Constructivist learning theory places the learner as the central participant and the teacher as the facilitator in the process of learning. Learning is considered to be knowledge construction or generation. Constructivist instruction is often collaborative with students working together often in "active learning" or "problem-based" learning projects that provide opportunities to interact with the material, relating it to previous knowledge and building conceptual bridges to other areas of understanding. This type of teaching is often linked to Student Empowerment, where students' interests help guide the instructional focus in the classroom.

Examples: Accelerated Schools, ATLAS

Phonological Awareness

Definition: *A systematic approach to teaching the relationships between oral and written language.*

Description: Phonics is the most famous component of this approach, and the two are often treated synonymously in popular parlance. But Phonological Awareness is a broader category than Phonics, which properly is the relationship between letters and sounds. Phonological Awareness encompasses all aspects of the relationships between sounds and written language. For example, the knowledge that "The cat is running" has four words (many young children will say there are two: "thecat" and "isrunning") is a kind of phonological awareness. More generally, children must be able to distinguish between sentences, words, syllables, and phonemes (individual sounds) before they can even use Phonics or for that matter decode. Because phonological rules are established—that is, some utterances are correct and others are not—and because phonology is so complex, advocates of this approach argue that phonology should be taught systematically and directly, rather than indirectly. Its rules should be taught, not discovered. As one of the two great contenders in the reading wars of the past several

decades (Whole Language is the other), Phonological Awareness has gained momentum especially in the early stages of reading instruction. (See also Whole Language).
Examples: America's Choice, Early Intervention in Reading, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

Prescribed Curriculum
Definition: *A set curriculum is followed across all grade-levels in specified subject areas, and teachers are expected to base all instruction on the curriculum.*
Description: A prescribed curriculum might include textbooks, supplemental reading materials, or specified projects to be used at predetermined points in the instruction. The instructional methods are not necessarily prescribed, but may be implied based on the structure of the content and related assessments. The traditional textbook adoptions at a district level are a form of a prescribed curriculum based on the selection of specific texts. In the district example, teaching methods are left to the discretion of individual teachers.
Examples: America's Choice, Modern Red Schoolhouse, Success for All

Prescribed Teacher Practices
Definition: *Teacher practices are defined in detail (step-by-step) by the program or reform model.*
Description: Teacher methods are determined by the reform model and are usually related to a specific curriculum program. Generally this is part of complex instructional programs where specific instructional sequences with particular types of materials are used in combination to achieve student success. Some prescribed programs allow for variation when the adapted methods or materials fit within the intended sequence of instructional activities. Infrequently, teacher practice is prescribed when the curriculum is not, for instance, in models that advocate project-based learning or student collaboration but not a particular curriculum.
Examples: Early Intervention in Reading, Success for All

Reflective Practice
Definition: *Professionals are encouraged to reflect upon their daily practices to help them understand which practices are successful and which need improving upon. This reflection can be done while in action or in a variety of other ways such as journaling, analyzing conversations, etc.*
Description: Advocates maintain that teaching – and thus student outcomes – will improve when teachers study their own practices related to student performance and each others' practice, and use student work to reflect on changes in their own teaching practice.
Examples: Accelerated Schools, America's Choice, ATLAS, First Steps

Self-Extending System
Definition: *The program attempts to instill in children the rudiments of a system of learning that each student will adopt and use.*
Description: The ultimate goal of M. M. Clay's method and one of the key theories driving Reading Recovery, this system will empower the student to continue expanding

metacognitive strategies and horizons, enabling Vygotskian development to take place, guided increasingly by the student's desire and ability, rather than by instructor direction. The approach is consonant with both *Whole Language* and Developmental philosophies, but it more directly addresses the need for a bridge between *Decoding A* and Critical Literacy. That bridge is *Decoding B*, specifically designed for this purpose: to build a network of strategies of increasing sophistication aimed at meaning getting. It combines the instructional paradigm of word attack with the meaning orientation of *Whole Language*, resulting in what might be called, "meaning attack." With this in place proponents maintain, the implementation of a student empowerment approach should become less risky.

Examples: Early Intervention in Reading, Modern Red Schoolhouse, School Development Program

Standards-Based Instruction

Definition: *Instruction should be designed from learning standards, student work should be assessed against standards, and instruction should be revised based on the student work to assure students meet standards.*

Description: Advocates believe that all instructional endeavors of the school should be directed by, and articulated with, clearly defined content and/or performance learning standards. The standards provide instructional guidance and coordinate the primary activities of the school. *Standards-Based Instruction* is usually associated with a prescribed curriculum that is related to the standards, but depending on the model, this curriculum may be prescribed by the reform model or designed by the local school. In some circumstances, national associations or states have developed standards that the national or state assessments are or will be designed to measure.

Examples: America's Choice, ATLAS, Lightspan, Modern Red Schoolhouse

Student Empowerment

Definition: *Students are encouraged to take charge of their own education, in order to foster an enjoyment of learning.*

Description: Students can take charge of their education through features/activities such as selecting their own reading materials, devising their own written assignments, creating their own interpretations, etc. Advocates believe the benefits of this feature are as follows: (a) students begin to love learning, because it is important to them; and (b) students learn how to learn, because they are given opportunities to do so and because they have the motivation to do so. In short, proponents maintain education becomes much more meaningful and students push themselves to levels of achievement not likely in a less student-centered approach. By fostering responsibility early on, students are also prepared for life, where they will be responsible for their conduct and performance in jobs, relationships, etc. The possible downside of this approach is the chance that students will pursue only topics of immediate interest at the expense of less interesting but equally important topics; that they will choose activities that are below or above their skill level; that they will not teach themselves how to learn well; and/or that the benefits of this method are hard to measure, since students in part develop their own curriculum. Note that this approach is highly dependent on the degree of implementation, which requires significant teacher training, planning, record keeping, etc.

Examples: Accelerated Schools, First Steps, Modern Red Schoolhouse, School Development Program

Teacher Professionalism

Definition: The belief that instructional and reform decisions are best made at the school level by the educators who have the most knowledge about the unique needs of the students at the school, when given the appropriate support/structure/training (related to the specific reform model).

Description: Reform models based on teacher professionalism tend to be more process than content driven, and rely on intensive training of teachers at the school site in the processes of the reform. There is often a balance between what type of change is determined by the reform model and what types of decisions will be made by the teachers. The philosophical continuum which is the opposite of Teacher Professionalism would be an externally "Prescribed Curriculum/Instruction" which is given as a package to the teachers. This is related to but distinctly different from the feature "Prescribed Systematic" which refers to the nature of the instruction as it relates to the student rather than the nature of the reform as it relates to the teachers' role.

Examples: Accelerated Schools, ATLAS, Modern Red Schoolhouse, School Development Program

Thematic Teaching

***Definition**: The belief that the curriculum should be organized in a way that allows for integrating lessons and themes across subject areas, in order to increase the relevance of the instruction for the students and deepen their understanding of concepts that are related to multiple domains of learning.*

Description: This feature illustrates that some theoretical/philosophical approaches are less fundamental and more instruction-oriented than others. Where a developmental approach touches on nearly everything in a student's early career, *Thematic Teaching* concentrates on instruction. Nevertheless, it is a theory because it generates features in several other categories. It usually leads to a multidisciplinary, multimedia, content-driven curricula. It is commonly associated with *Whole Language*, though it could work well with several other approaches.

Examples: Accelerated Schools, America's Choice, Success for All

Whole Language

***Definition:** Whole Language emphasizes that all learning of communication, including written, must be meaningful, and any approach to teaching literacy must be meaning-oriented.*

Description: Whole Language is one of the two great contenders (the other is Phonics, now Phonological Awareness) in the decades-old reading wars. As a philosophy, it rejects as "unnatural" and "boring" approaches to teaching reading, such as Phonics and basal readers, which focus on building discrete skills. It favors holistic approaches. The *Whole Language* approach usually includes Phonics, but it is usually taught in a more meaning-oriented and less systematic context. At the same time, it emphasizes that literacy is acquired through a complex psycholinguistic process, which is often best

helped along through indirect and environmental means rather than through more direct methods of instruction. (See also *Phonological Awareness*.)
Examples: Accelerated Schools, America's Choice, First Steps, Modern Red Schoolhouse, School Development Program, Success for All

3. Professional Development Features

Certified Specialist

Definition: *As part of the intervention, a certified specialist comes to the school to provide support to the school during implementation that may include the training of teachers and other participants.*

Description: The certified specialist's work may include providing the school-site training in the reform model. Additionally, the certified specialist often consults with staff, ensuring that program implementation is in accordance with the official program design. The certified specialist visits the school less than once a month (see On-Site Specialist).

Examples: Accelerated Schools, America's Choice, Success for All, Modern Red Schoolhouse

In-Service Workshop

Definition: *Teacher-attended workshops provided by a topical expert.*

Description: The *In-Service Workshop* feature includes both workshops directly related to the reform model (see certified specialist) and workshops focusing on topics such as teaching methods, or assessment methods, which are associated with a reform model or identified as a need as part of the reform. The *In-Service Workshop* is a long-time staple of professional development in schools. This feature has come under fire for not including follow-up and thus not having any sustained or meaningful impact. Placed in a more comprehensive program of professional development, however, such workshops could be of benefit.

Examples: Accelerated Schools, America's Choice, ATLAS, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

Modeling with Coaching

Definition: *An expert in the intervention (usually a certified or on-site specialist) models specific practices in the classroom; also provides coaching of and follow-up to teachers on how to implement those practices.*

Description: This feature provides direct support to teachers trying to learn, implement, and refine new teaching methods. This approach to professional development is primarily used when the new practice is complex (i.e., involves multiple steps such as using and analyzing an assessment and then individualizing teaching based upon the assessment), or when the method(s) represents a major departure from the teachers' regular classroom practice. This feature includes one-on-one time between teachers and the expert to preview and then to debrief the modeling. Sometimes this method includes follow-up observations and review of the teachers' implementation of the method. This feature may be costly since it generally occurs in a single classroom at a time and may require teacher release time for the follow-up sessions.

Examples: Literacy Collaborative, Reading Recovery, Waterford Early Reading Program

Networking

Definition: *Teachers meet with teachers from other schools participating in the same intervention/reform.*

Description: Networking enables educators to maintain a dialogue with each other about the intervention—its effects, problems, etc. This feature provides greater consistency of implementation across a region and increases the net of support available to teachers. Most commonly, networking is face-to-face, but more recently can be via electronic medium.

Examples: Accelerated Schools, America's Choice, Early Intervention in Reading, First Steps, School Development Program, Success for All

On-Site Facilitator

Definition: *The intervention requires a facilitator from the school to attend an extensive training by the reform model, and to work full- or part-time as a school-site facilitator in the reform process. A person from the school or district is trained in the model.*

Description: This feature is similar to an on-site expert, except that this person is employed by the school or the school district (and is thereby primarily affiliated with the district) not the model provider, and this person receives specialized training in the process of the reform (by the reform or an organization affiliated with the reform). The facilitator is freed from other job responsibilities in order to fulfill the role of facilitator.

Examples: Accelerate Schools, America's Choice, ATLAS, Lightspan, Modern Red Schoolhouse, Early Intervention in Reading, First Steps, School Development Program

On-Site Specialist

Definition: *The intervention locates a full- or part-time certified specialist from the model at the school site to assist the school with the implementation of the reform. The on-site specialist is at the school at least one time a month.*

Description: This specialist is affiliated with the reform model, and is employed by the reform model, or contracted by the school or district. An *On-Site Specialist* helps with the school's implementation of the reform model, providing or arranging specific trainings required by the model, and day-to-day support to the school. The specialist may also serve as an evaluator, assessing the school's implementation of the reform. The specialist often individually consults with teachers, models classroom technique, and conducts observations.

Examples: Modern Red Schoolhouse, Success for All

Peer Review/Observation

Definition: *Teachers have opportunities to observe peers and be observed by colleagues.*

Description: Teachers observe one another's classroom instruction to overview their own teaching methodologies. It may also help them see how other teachers implement the reform features in the classroom. Sometimes an *On-Site Facilitator* may serve as the reviewer or model.

Examples: ATLAS, School Development Program, Success for All

School-Site Training

Definition: *A design for training the school in the intervention that involves a Certified Specialist coming to the school to train the entire school staff in implementing the reform.*

Description: This feature assures that all individuals at the school-site receive the same training in the reform at the same time. Because the specialist is affiliated with the reform model, there is a high degree of fidelity in the implementation of the training. Advocates believe broad staff training is necessary to build staff *Buy-In*.

Examples: First Steps, Lightspan, Modern Red Schoolhouse, Success for All

Teacher Collaboration

Definition: *Teachers can plan, organize, or teach together in a concentrated effort to improve each other's practice.*

Description: Teachers work together and consult with one another about curriculum and pedagogy within subjects, make connections between subjects, and assess the effectiveness of specific instructional practices. Teacher collaboration is highly related to reflective practice. As a form of within-school networking, teacher collaboration recognizes teacher expertise and considers cooperative work a method for enhancing teacher skills.

Examples: Accelerated Schools, America's Choice, ATLAS, Modern Red Schoolhouse, School Development Program

Teacher Inquiry/Portfolios

Definition: *Teachers collect samples of their and student's work, to be shared, discussed, and analyzed by colleagues; the body of work samples that are collected become a resource to the whole faculty.*

Description: Teachers build a repertoire of strategies to address student learning and outcomes, and by sharing, discussing, and compiling them, the school becomes increasingly successful in helping students meet learning outcomes that were as a whole (meaning a weakness not of one student but of a substantial number of students) not previously being met at the school.

Examples: America's Choice, ATLAS, Early Intervention in Reading

Training of Trainers

Definition: *A design for training the school in the intervention that involves sending one or more people from the school to be trained by the model in the reform process, who then provide training to the whole school. The training provided by the reform model acts as a sort of certification process for the trainers who return to the school.*

Description: This feature is usually linked to a designated *On-Site Facilitator* who is the person primarily responsible for conducting the school-site trainings and providing on-going support to the school during implementation of the reform model. Creating this threshold to entry has the dual effect of allowing only committed school systems to participate and ensuring a certain degree of consistent background among implementing schools—namely, the certification process. Both of these effects are designed to make implementation across schools more consistent and improve the long-term solvency of the program.

Examples: Accelerated Schools, America's Choice, First Steps, School Development Program

4. Parent/Community Involvement Program Features

Advocacy
Definition: *Program assists parents in advocating for their children with teachers or governmental agencies.*
Description: The program may intervene on behalf of children or schools regarding such issues as placement decisions, teacher perceptions of individuals, etc. This feature is often used to assist parents who do not understand how to work within the school system.
Examples: School Development Program

Book Distribution
Definition: *The program distributes books to households that may have few.*
Description: Book distribution can occur in a number of ways. Lending library books or giving books to families are two ways. A third route is to send home "book sacks," which contain a book and optional ideas for parents on how to share the book with the child.
Example: Early Intervention in Reading

Family Literacy
Definition: *The program provides literacy instruction to the entire family.*
Description: Children of illiterate parents are particularly at risk of not learning to read. This feature addresses both adult illiteracy and literacy acquisition of the school-aged children at once in a comprehensive program.
Examples: Included in some Accelerated Schools, but not a formal part of the design.

Health Care Assistance
Definition: *Assisting parents in providing children with health care.*
Description: This assistance may include fortified formula, diapers, medical care, meals, nutrition assistance, mental health referrals, chemical dependence referrals, dental care, etc.
Examples: School Development Program

Learning Contracts/Parent
Definition: *Each parent is required to enter some type of verbal or written commitment for the child's education.*
Description: This commitment can be a promise to read to their child each day, develop a learning contract, check homework, or serve on a school committee.
Examples: America's Choice, Early Intervention in Reading, Lightspan, Modern Red Schoolhouse

Paired Reading (see Paired Reading in the Classroom Instruction category)
Definition: *The program puts two people together (usually of different abilities) to read. The stronger partner (here, the parent) helps the weaker read.*
Description: This feature is no different here than it is in the Classroom Instruction category. It is a very common parent feature, and many interventions require the parents to sign a contract promising to spend a specified amount of time reading with their child

every night. In addition to affecting reading outcomes directly, this feature will also affect them indirectly by reinforcing classroom instruction features.
Examples: America's Choice, Early Intervention in Reading, First Steps, Success for All

Parent Awareness
Definition: *The program keeps the parents informed of program features, reform efforts, and events through outreach efforts from the school*
Description: Examples might include informational nights, newsletters, etc. Parent awareness is designed to increase parent knowledge of and involvement in the reform effort.
Examples: Accelerated Schools, America's Choice, ATLAS, Early Intervention in Reading, First Steps, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

Parent Communication
Definition: *Parent newsletters and information about the school events and student homework are conveyed to parents.*
Description: As with parent conferences, this feature's relationship to outcomes may be indirect: increased awareness may help the parents reinforce classroom instruction. Where parent awareness is concerned with the reform model, parent communication is concerned with events and happenings both at the school and in the classroom.
Examples: America's Choice, Early Intervention in Reading, First Steps, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

Parent Reading Instructional Training
Definition: *The program trains parents how to read with their children and help their children learn to read.*
Description: Parents often want advice or guidance in specific ways of teaching their children. This feature provides that advice. This can be done in any number of ways: on-going parent training workshops, newsletters, conferences, book sacks, etc.
Examples: First Steps, Lightspan, Success for All

Parent Participation in Planning Curriculum
Definition: *Parents participate in the construction of the curriculum through committee membership.*
Description: This feature is compatible with the learning community feature described in the Theoretical/Philosophical category above. By participating, parents involve themselves more in the school community, reinforcing the school at home and the home at school. This is based on a belief in local control.
Example: Accelerated Schools

Parent Participation in Reform Team
Definition: *Parent representatives serve on the Reform Team (see under School-Wide features).*

Description: This feature seeks both to increase parent involvement in reform activities and to ensure that parent perspectives are considered when developing reform implementation plans. This feature is based on a belief in local control and respect for parents' opinions about their children's education.
Examples: Accelerated Schools, Success for All, School Development Program

Parent Participation in Site-Based Management
Definition: *Parents are involved in site-based management (see Site-Based Management in School-Wide Features). In participatory Site-Based Management (i.e., everyone participates), parents are invited to play an active role; in representative Site-Based Management, parents select representatives.*
Description: This feature seeks both to increase parent involvement and to ensure that parent perspectives are considered in the school's *Site-Based Management* activities. This feature increases parent support for the school's reform efforts.
Examples: Accelerated Schools, America's Choice, Modern Red Schoolhouse, School Development Program

Parent Volunteers
Definition: *Parents volunteer their time to participate in programs.*
Description: The tremendous variety of ways parents can participate in schools makes assigning outcomes difficult. Parent can act as paraprofessionals and participate in a paired reading feature, which may affect Comprehension, or they may act as chaperones on a field trip. Volunteering is designed to increase parent engagement and increase the level of understanding and knowledge between parents and teachers. Parent involvement in the school gives students the message that parents value education.
Examples: Accelerated Schools, Early Intervention in Reading, School Development Program, Success for All

Support Services
Definition: *Providing support services to parents.*
Description: This assistance may include transportation, custodial childcare, translators, home visits, and referrals (e.g., services for battered women), and is based on a belief that students live in family systems that may need support which will indirectly enhance the students' education.
Examples: ATLAS, School Development Program

Take Home Literacy Activities
Definition: *The program distributes literacy materials and activities, such as video and cassette tapes and songbooks for home use between children and parents.*
Description: These activities include both "take home and keep" materials as well as "on-loan" materials. Parents agree to supervise their child's use of the materials (e.g., ensure that students use the materials in a particular way for a specified time), or to interact with their child in the literacy activities. If materials require technology in the home, some programs provide a lending program for the equipment (e.g., Lightspan Achieve Now loans Sony Playstations® to families). The literacy activities provide extended practice on skills being learned at school. This feature also encourages hands-on

involvement of parents and fosters the creation of a literacy-rich environment in the home. Many programs with this feature also include parent reading instructional training and/or paired reading.
Examples: Lightspan Achieve Now, Waterford Early Reading Program

5. Organizational/Structural Features

Ability Grouping

Definition: *Students are clustered on the basis of shared ability, rather than age, grade level, or other factors.*

Description: Ranges from a far-reaching radical restructuring of a school, as in Success for All, where students switch between traditional age classes and ability-based classes, to simply identifying a problem that a number of students have and temporarily pulling them together to address the problem. It can be used for specific tasks, as a primary mode of instruction, or as a strategy within a classroom blended with other methods (e.g., heterogeneous grouping).

Examples: Success for All (Reading)

Basal Readers

Definition: *Program uses a series of graded readers or textbooks, usually constructed with controlled vocabulary and syntax.*

Description: Basal readers have a key advantage and a key disadvantage. The advantage to basal readers is that they help control instruction by making it more consistent, predictable, and comprehensive (e.g., they ensure children read from all genres and read from books of increasing difficulty). Basal readers have also been bitterly criticized by advocates of the *Whole Language* movement because they take choice away from children and allegedly reduce the pleasure of reading. The risk of going to a more choice-oriented reading program is that children will read only from one genre (e.g., short fiction) or will read only easy books. Cunningham (1991), the originator of the Four Blocks method, advocates mixing the two approaches, fostering a love of reading with comprehensiveness of reading instruction. Basal book publishers have also recently striven to make stories more natural and interesting to students, in spite of the controlled vocabulary.

Examples: Early Intervention Reading, School Development Program, Success for All

Basic Reading Ability Assumed

Definition: *Program takes for granted a basic ability to read simple text and is designed to improve and deepen that ability. It also assumes Emergent Literacy or Reading Readiness.*

Description: This is a feature of targeted interventions, such as Reading Recovery, which are not comprehensive school reforms, but rather seek to limit eligibility, entry, instructional methods, and outcomes to maximize a certain kind of impact.

Examples: Reading Recovery

Classroom-Based

Definition: *Program works with class as a whole, rather than with individuals in tutorial or small-group settings.*

Description: Most classes are already organized in this way. It is most compatible, then, with teacher centered instruction, and it will help to maintain consistency of instruction at the level of the class. Instruction will affect the class as a whole, rather than individually,

as with one-on-one tutoring. It remains the most effective way to improve outcomes (such as test scores) for the whole class, although it may leave some students behind.
Examples: First Steps, Four Blocks, Literacy Collaborative, Waterford Early Reading Program

Cross-Year Portfolios
Definition: *Students keep their best work, some selected by teachers and some by students, in an electronic or physical file. Unlike grades, portfolios are student-centered tools.*
Description: Portfolios include exercises, projects, sample writings, drawings, etc. from different courses (cross-curricular), or students are encouraged to keep their works that they have done for a specific course. Portfolios help students to build self-esteem by documenting progress. The portfolios may be passed from grade to grade as students progress, and they provide evidence of individual development. They can also serve as formative or summative assessment tools for the school.
Examples: America's Choice, ATLAS

Diagnostic Procedures
Definition: *Program uses at least a partially explicit set of criteria and/or methods to evaluate individual children's prior performance and needs prior to participation in the program; this information is used primarily for placement.*
Description: Diagnostic procedures are used to determine eligibility for placement or the need for supplemental instruction or support. They also provide a relatively objective means of selection.
Examples: America's Choice, Early Intervention in Reading, First Steps, School Development Program, Success for All

Double Periods
Definition: *This middle and high school feature is most often offered in ninth grade to students who are below grade level in reading or math, and uses enrichment rather than remedial methodologies. Students take two periods of reading and/or math.*
Description: Typically, double periods include two different class activities: core course requirements (i.e., ninth grade English or algebra) and enrichment activities. Normally, these courses are strongly related to the implemented theory of acceleration rather than remediation. The additional course replaces a free period or elective and is supplemental rather than replacing the regular course. Therefore, the student does not fall behind in progress toward graduation.
Examples: America's Choice, ATLAS

Flexible Grouping
Definition: *Teachers use various groupings of students depending upon specific activities planned. Teachers are encouraged to use a range of grouping and instructional strategies, and to select those strategies that are most likely to be successful with specific students given a particular lesson.*
Description: Teachers may use *Ability Grouping*, heterogeneous grouping, or individualized instruction. The groupings are just for the duration of the activity. Flexible

grouping gives teachers the opportunity to choose what strategies may be most beneficial for specific activities or students.
Examples: ATLAS, Lightspan, Modern Red Schoolhouse

Frequent Assessment
Definition: *Students are tested or assessed frequently to monitor academic gains.*
Description: The key element of this feature is the frequency of efforts to measure performance. This may be used to group and regroup students as they meet specific instructional goals, or as a means to make sure that individual students and/or whole classes are academically progressing at an appropriate rate. The assessments may involve traditional standardized tests or performance-based assessments.
Examples: America's Choice, Early Intervention in Reading, First Steps, Lightspan, Modern Red Schoolhouse, Success for All

Grade Limit
Definition: *Program excludes certain grades from participating, targeting a specific age group (e.g., Reading Recovery is only used in grade 1).*
Description: Grade limit is similar to basic reading ability, in that it defines the program by setting limits—in this case by age—that enable the program to focus on a targeted outcome, approach, population, etc.
Examples: Four Blocks, Full Day Kindergarten, Reading Recovery

Heterogeneous Groups
Definition: *Students work in mixed ability groups.*
Description: This feature is frequently associated with efforts to "de-track" school programs and as such can have somewhat political connotations. This method of grouping is often used for collaborative group work to encourage students to work together towards a goal and to learn from each other. Some advocates of this method see it as the opposite of ability grouping, which is considered (by these advocates) as beneficial only to those students in the highest ability and as having negative effects on middle and lower groups by limiting educational expectations and opportunities to these groups. Others advocate the use of heterogeneous groups as part of a flexible grouping strategy in which various grouping strategies (i.e., individualized instruction and ability or performance grouping) are incorporated depending upon the instructional task.
Examples: Accelerated Schools, ATLAS, Success for All (Math)

Individualized Instruction
Definition: *Instruction and materials differ depending on individual student's ability and development.*
Description: This feature considers the variable needs and abilities of students. Teachers may use various materials and instruction methodologies depending on a group's or individual students' needs. While some reforms use this method throughout the instruction process, some may apply this feature during remedial instruction.
Examples: ATLAS, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All (Math)

Interactive Learning

Definition: *During the instruction, students communicate between themselves and with the teacher.*

Description: This feature allows students, during instruction, to learn from each other, as well as from the teacher, through the exchange of ideas. Usually this feature involves structured or unstructured discussion between students and may involve students comparing ideas in order to come to a consensus. This is done by either using group work between students, or interacting with the teacher as a group or individually.

Examples: Accelerated Schools, ATLAS, Early Intervention in Reading, Lightspan, Modern Red Schoolhouse, Success for All.

Literacy Rich Environment

Definition: *Program promotes literacy acquisition by promoting an environment that encourages literate activity.*

Description: Examples include a well-stocked library; wall decorations, such as signs, recipes, pictures with captions, etc.; and any environmental feature that reinforces print concepts and encourages reading.

Examples: America's Choice, First Steps, Success for All

One-on-One Tutoring

Definition: *Tutoring between a teacher or a paraprofessional and one student.*

Description: *One-on-One Tutoring* enables classroom instructional features such as *Paired Reading*, *On-Going Written Observations*, and Vygotskian developmental approaches. It has been proven as a highly effective method of reaching struggling individuals, but its great expense confines it to a limited role, making classroom-wide improvements unlikely.

Examples: America's Choice, ATLAS, Early Intervention in Reading, Lightspan, Success for All

On-Going Written Observations

Definition: *Teachers keep records of and track progress on students' activities, books read, etc., on an individual basis.*

Description: The records describe what goes on in tutorials, and often include information about how students are progressing, as determined by simple tests (e.g., how many familiar words can the student read from a list in a minute). The focus is on keeping nearly daily records of student progress, rather than scores on standardized tests or quizzes. Specific examples include proficiency checklists, teacher-kept journals, and "running records."

Examples: America's Choice, Success for All

Peer Tutoring

Definition: *Students instruct their peers.*

Description: Students function as partners in paired reading or other one-on-one classroom activities. Proponents advocate this technique as strengthening the impact of instruction on several levels. Students may be able to explain concepts in alternate ways that are more meaningful to peers. Also, it deepens the learning of both student and

student tutor. Peer tutoring also lowers the costs associated with *One-on-One Tutoring* – however it may not be as effective, given the reliance on the level of understanding and the ability to communicate clearly of the student tutor.
Examples: Accelerated Schools, ATLAS, America's Choice

Pullout Program
Definition: *The program identifies a subset of children from the whole class and that subset alone participates in the program. Student(s) are removed from the regular class activity (even if they stay in the classroom) and given alternate instruction.*
Description: Participation may come either during normal class hours or in some kind of extended program, such as full-day kindergarten or summer school. As with other features in the same class—grade limit, basic reading ability assumed—this feature limits and defines the methods, population, and outcomes targeted by the program.
Examples: Early Intervention in Reading, Lightspan, School Development Program.

Reading Canon
Definition: *This is a complete list of books accepted by the program, a list often graduated for difficulty, but not necessarily a basal series. Books not on the list are excluded from the program.*
Description: A reading canon is an interesting alternative to a basal series, and it is the approach taken in Reading Recovery. The books are themselves trade books, and thus fit into a literature-based curriculum. At the same time, they are controlled for content and difficulty, enabling a certain measure of consistency and comprehensiveness across sites.
Examples: Early Intervention in Reading, School Development Program

Remedial Methodologies
Definition: *Instruction is primarily designed to help students who have fallen behind.*
Description: During a class period, repetition and practice of skills that the student has received instruction in previously. Teachers can use packaged units to address students' particular needs. While some students are practicing current skills, students needing remediation are instructed in groups or individually, according to their needs.
Examples: Success for All

Small Groups
Definition: *Children work together in small groups, led by a teacher, by a paraprofessional, or by the students themselves.*
Description: The Small Groups feature can be flexibly employed for a variety of reasons. As an option for increasing individual attention, it is a less expensive and less effective alternative to *One-on-One Tutoring* (Juel, 1996). If the groups are student-led, this feature can be used in a program emphasizing student empowerment. Small groups can be associated with ability grouping, either a long-run grouping or even ad hoc groups that teachers put together to address a common problem shared by several students.
Examples: Accelerated Schools, America's Choice, ATLAS, Early Intervention in Reading, First Steps, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

Student-Initiated Learning Centers

Definition: *Curricular/topical materials are kept in a central area, allowing students to choose the materials that interest them most.*

Description: This is one of several features that relate to the dilemma between more choice, which enhances student empowerment and motivation, and more structure, which effects greater consistency and comprehensiveness of learning. Programs that try to balance these two might include basal readers or worksheets to address the dilemma. A more traditional *Whole Language* program might couple this feature with similar content-oriented, student-centered features, such as silent individual reading, essays, theme-based learning, interpreting/discussion, etc.

Example: Accelerated Schools

Systematic Learning

Definition: *The program uses a comprehensive and coordinated structure or set of structures that may allow for some individual flexibility, but which ultimately unify and organize the instruction.*

Description: *Systematic Learning* tightens the link between features in the implemented theoretical/philosophical category and features in the organizational/structural category. This linkage organizes not just the classroom instruction features, but also the curriculum, outcomes measures, and even professional development. This feature takes a comprehensive approach to a defined topical area. Because methods, materials and outcomes are tightly linked, teachers have limited adaptability. This is not to say that it is inflexibly rigid, though this feature may be incompatible with certain empowerment approaches like learning community or student empowerment. The feature should effect greater consistency among classroom instruction, grade levels, and outcome measures. It is clearly visible in Success for All and arguably Reading Recovery. This feature is associated with prescribed curriculum or teaching practices.

Examples: Early Intervention in Reading, Reading Recovery, Four Blocks

Supplemental Learning

Definition: *Students spend extra time engaged in learning, focusing on essentially the same things they are doing in regular classes, but with additional time.*

Description: Often an after school, summer, or extended program at the school, students are given more time on task or alternative instruction. All children need certain print experiences, linguistic abilities, and/or other environmental factors before they can really benefit from literacy instruction typically found in the first grade. For students who have less of this type of experience, *Supplemental Learning* is designed to address that need. Extended-day kindergarten and summer school are environments well suited for this.

Examples: America's Choice, ATLAS, Lightspan, Modern Red Schoolhouse, School Development Program, Success for All

Thematic Units

Definition: *A deeply meaning-oriented approach, this approach teaches multiple subject areas within the context of a theme, e.g., oceans, thunderstorms, a piece of literature.*

Description: Related to the theoretical/philosophical approach of Thematic Teaching. Instruction is organized across various disciplines related to a central theme. The method

increases relevancy of instruction by building conceptual bridges across different learning domains for the student. Often the method leads to a multidisciplinary, multimedia, content-driven curriculum. At the middle- and high- school level, thematic units require teacher collaboration both in planning and teaching.
Examples: Accelerated Schools, America's Choice, ATLAS, Lightspsan, Modern Red Schoolhouse

Trade Books
Definition: *Students read literature-based books, as opposed to books such as basal readers, which are constructed using controlled vocabulary and syntax.*
Description: Favorites of whole language approaches, trade books are the opposite extreme of basal readers. They offer children "authentic" and "natural" language, and are purported to be more interesting. For more on the advantages and disadvantages of *Trade Books*, see the entries on basal books and reading canons.
Examples: Accelerated Schools, America's Choice, Early Intervention in Reading, First Steps, School Development Program, Success for All

6. Classroom Instruction Features

Advanced Writing Mechanics

Definition: *This feature comprises activities that not only call attention to the rules and mechanics of writing, but also use these skills within the context of planning, drafting, and revising created writing.*

Description: Similar to writing mechanics, these skills are associated with improving critical comprehension skills by focusing on more advanced writing. Proponents suggest transfer between writing and reading in skills such as understanding sequence and logical reasoning.

Examples: America's Choice, Success for All

Authentic Instruction

Definition: *Project-based instruction that is related to real issues and situations and allows students to contextualize what they are learning to their own world, giving the instruction relevancy. The tasks often arise out of student interest, or specific class discussions, providing a "teachable moment" around which the teacher designs the task.*

Description: *Authentic Instruction* often involves project-based learning, where the topics are related to either "real-world" tasks or involve an academic topic applied to the student's world. At the high school level, authentic instruction can also be built around a community or business need, enhancing the "real-world" quality of the project.

Examples: Accelerated Schools, America's Choice, ATLAS, Modern Red Schoolhouse, School Development Program

Big Books

Definition: *An oversize book that the students read together as a class in a participatory way.*

Description: Participation may include student actors, readers, drawings (which may be pasted into the book), etc. While many *Big Books* are commercially available, a *Big Book* does not necessarily have to be.

Examples: Success for All, Early Intervention in Reading, First Steps

Collaborative Teams

Definition: *Students work in groups toward common and individual goals without much direct guidance from the teacher.*

Description: This instructional method groups students of mixed ability to collaborate on a project, assignment, or task. Consonant with features like paired reading and small groups, collaborative teams are a means of improving problem-solving skills, empowering students, and fostering cooperation and collaborative skills. Teams can be as small as two, or they can be much larger.

Examples: Accelerated Schools, America's Choice, ATLAS, Early Intervention in Reading, First Steps, Lightspan, Modern Red School House, School Development Program, Success for All

Computer as a Tool

Definition: *The computer is used as a tool to help students accomplish a learning task.*

Description: Students use the computer in the classroom to aid them in a variety of ways. The computer can be used to help students learn reading, writing, math concepts, or research techniques. For instance, computers can be used as research instruments to collect and analyze data.
Examples: Accelerated Schools, America's Choice, ATLAS, Lightspan, Modern Red Schoolhouse

Computer Assisted Instruction
Definition: *Computer software is used for instructional delivery.*
Description: Learning software can both teach and reinforce students concepts that are being addressed in the classroom. The computer is often used to individualize instruction.
Example: Lightspan

Cooperative Learning
Definition: *In Cooperative Learning, heterogeneously grouped students work together on interdependent tasks in which all students must participate and contribute in order to succeed.*
Description: This interdependent work is thought to increase interactive learning; students learn from each other rather than from a teacher. Typically students' grades reflect both the group's work and the individual's work. This feature is sometimes designed to foster social interaction as well as learning goals. For instance, assigning specific roles to students within the groups to alter the group dynamics.
Example: Success for All

Creative Writing
Definition: *Students write stories or other imaginative material on their own, sometimes with guidance.*
Description: *Creative Writing* is a more advanced form of writing than journals. It requires the combined use of the imagination and structure. While it may not require the same level of ability in manipulating information as essays, *Creative Writing* assumes an ability to use (not just be aware of) story structures, e.g., that stories have a beginning, middle, and end, that they usually involve conflict and resolution, etc. (See *Journals* and *Essays*.)
Examples: Accelerated Schools, Early Intervention in Reading, First Steps, Lightspan, School Development Program, Success for All

Cultural Literacy
Definition: *Instruction is based on generally accepted "cultural" standards and a defined body of knowledge that every child should know.*
Description: This feature takes into account multiculturalism and yet promotes a belief that there is a common body of knowledge that every student should learn, in order to be a productive member of American society. Hirsch's work on cultural literacy promotes the role of schools to spread this common body of knowledge to each student.
Example: Modern Red Schoolhouse

Drama
Definition: *Program participants stage a written selection, interacting directly with the text and situating themselves within it.*
Description: This feature, by involving students in acting, brings a multisensory aspect to reading. Because dramatic response requires translating a visual medium into motor and oral media, it requires an element of interpretation, emphasizing the distinction between reader and text, specifically the subjective response that readers bring from texts.
Examples: Success for All, Early Intervention in Reading

Echo or Choral Reading
Definition: *A variant of paced oral reading, except that children also read out loud along with the adult.*
Description: As with *Paced Oral Reading*, because fluent reading is the goal, mistakes are not corrected and reading proceeds at a steady, natural pace.
Examples: Early Intervention in Reading, Lightspan, School Development Program

Essays
Definition: *Students respond in a self-conscious, organized text to a reading, problem, situation, etc.*
Description: Essays are a form of writing more advanced than journals. They force writers to organize their thoughts and express them logically, coherently, even hierarchically. It raises the awareness that writing follows its own patterns of structure and that knowledge itself can be organized. (See also *Journals* and *Creative Writing*.)
Examples: America's Choice, Early Intervention in Reading, First Steps, Lightspan, School Development Program

Highly Scripted Lessons
Definition: *Teachers instruct in a highly prescribed way from a script.*
Description: This may refer to scripted content and/or to defining the amount of time and sequence of specific instructional tasks.
Example: Success for All

Inquiry Learning
Definition: *An instructional method by which students use a variation of the scientific method of inquiry as a means to study a topic in depth, in which the goal is both deeper learning about the focus of the inquiry and the processes of inquiry as a learning method.*
Description: Inquiry is related to constructivist learning —encouraging deep learning around a limited number of concepts —and authentic instruction focusing on "real world problems." The use of inquiry is often limited, due to the amount and complexity of planning required of the teacher. An inquiry project involves multiple steps related to the scientific method. Typically it includes defining a question to study (e.g., "why are sunfish in the Potomac dying?"), gathering information about the topic to formulate a hypothesis (e.g., determining whether or not the sunfish are dying in the Potomac, if so at what rate, and learning about issues related to sunfish that also relate to the Potomac), generating a hypothesis (e.g., "the sunfish are dying at a higher rate in 2000 than in 1999 because of increased carbon-monoxide related to increased rates of traffic on the

beltway"), determining what information is needed to test the hypothesis, identifying how to collect that information, collecting and analyzing the data, and drawing conclusions about the hypothesis based on the inquiry.
Examples: Accelerated Schools, ATLAS

Interpreting/Discussion/Reading
Definition: *Teacher-led class discussion of reading, with emphasis on meaning, interpretation, critical response, critical dialogue, self-expression, etc.*
Description: This feature is fairly advanced, and presupposes at least a certain level of comprehension. Look for it in *Whole Language*, student-centered interventions or interventions that target the critical literacy outcome. This feature deepens comprehension and critical response by involving children in a guided conversation, which requires a response and the ability to articulate the response coherently.
Examples: Accelerated Schools, ATLAS, Early Intervention in Reading, First Steps, Lightspan, Success for All

Emergent Spelling
Definition: *Children are taught basic spelling rules and are encouraged to write using those rules, without worrying about the correctness of the spelling.*
Description: This approach is used in a number of different programs. Its disadvantage is obvious, that is that children are not learning (at least initially) to spell words correctly. The advantage to this approach, however, is that children are practicing writing in a rule-governed way. That is, they are generating words from rules, rather than from rote memory. Thus, when they are introduced to correct spelling and the more complicated and irregular rules of spelling, they are cognitively prepared for them.
Examples: First Steps, Lightspan

Journals
Definition: *Students record their thoughts and experiences in regular accounts, usually informal.*
Description: *Journals* are a way for students to practice the other crucial aspect of literacy: writing (reading is the pedagogically dominant first crucial aspect). By keeping *Journals*, students gain comfort and familiarity with expressing themselves in a medium other than oral. The relative informality of journal-keeping and the familiarity of content make writing less intimidating than other forms of writing, such as essays and creative writing. (See also essays and creative writing.)
Examples: America's Choice, Early Intervention in Reading First Steps, Lightspan

Learning Contract/Student
Definition: *Individualized, contracted agreements for students on what they will accomplish for their education.*
Description: *Learning Contracts* are a way for students and teachers to discuss and agree on not only learning outcomes, but also specific steps to accomplish those outcomes. Learning contracts can help both teachers and students recognize and understand how and when students are not meeting pre-specified goals. In addition,

Learning Contracts are one way in which teachers can enforce the importance of out-of-classroom work.
Examples: America's Choice, Early Intervention in Reading, Modern Red Schoolhouse

Meaning Context/Predicting
Definition: *Children are introduced to the story before they read, and are encouraged to predict the outcome or otherwise interact with story structures prior to and separate from the actual narrative experience.*
Description: This feature is common to many different interventions and is highly compatible with almost any approach. By focusing on meaning and structures, students are forced to bridge a number of different outcomes, including *Decoding A and B*, Comprehension, and Critical Literacy.
Examples: America's Choice, Early Intervention in Reading, First Steps, Lightspan, Success for All

Multisensory Activity
Definition: *This approach emphasizes senses other than seeing and hearing to help students internalize the acts of reading.*
Description: Humans have five senses but depend disproportionately on sight and hearing, at least in school. This feature usually means the inclusion of the tactile sense—using a finger to trace letters or to run under a line of text as it is read, clapping along as words are read, etc.—but it can also be generalized into some form of creative movement, e.g., dancing, drama, etc.
Examples: Early Intervention in Reading, Success for All

Pacing Oral Reading
Definition: *Adults read to children—one-on-one or in groups—with the children following along (guided perhaps by a finger running under the text as it is read).*
Description: Students struggling to read, if they only hear themselves reading, may not have any idea of what fluent reading actually sounds like. Slow speeds are not fluid, and fast ones can cause mistakes. Ideally, children associate written text with fluid spoken language.
Examples: Early Intervention in Reading, Lightspan, School Development Program, Success for All

Paired Reading
Definition: *The program puts two people together (usually of different abilities) to read. The stronger partner helps the weaker to read.*
Description: Usually the emphasis is not on error correction, but rather helping with reading fluency. It was originally designed as a way of educating parents to read with their children in a maximally productive way, but has since been extended to include paraprofessionals and even student peers.
Examples: Accelerated Schools, Early Intervention in Reading, Lightspan, School Development Program, Success for All

Pattern Discrimination

Definition: *Instructional activities engage students in identification of letter patterns and discerning words that match specified patterns.*

Description: A staple of phonics instruction, this feature provides explicit instruction on common letter patterns found in words, to assist students in extending their vocabulary (*Decoding A*). Students are taught patterns that include words beginning with the same letter, words making the same vowel sound, words ending in the same consonant blend, and rhyming words. This instruction presupposes that students are able to identify a word as including more than one letter and are able to distinguish between the beginning, middle, and end sounds in a word. Methods often associated with this feature include multisensory activities, reading drills, and the creation of 'word walls'.

Examples: Early Intervention in Reading, Early Steps, Four Blocks, Lightspan Achieve Now, Success for All

Performance Assessment

Definition: *Students are given performance tasks to assess learning as a regular part of instruction.*

Description: The primary function is to give feedback to the teacher about the students' level of understanding or development to further plan, rather than solely evaluative (for grades). This is often related to Reflective Practice, where teachers seek feedback on student learning in order to refine instructional methods as a means for achieving higher student outcomes.

Examples: Accelerated Schools, America's Choice, ATLAS, Lightspan, First Steps, Modern Red Schoolhouse, School Development Program

Phonemic Awareness

Definition: *Activities introduce students to and provide them with oral, aural, and visual discrimination of letters and sounds.*

Description: This feature, related to phonics instruction, builds the emergent literacy skills required for context-free decoding. The instruction is often multisensory in order to build conceptual links between printed and spoken forms of letters. The Indiana Phonics Toolkit provides many examples of this feature, including relating this feature to *Phonics Assessment.*

Examples: Early Intervention in Reading, Early Steps, First Steps, Four Blocks, Literacy Collaborative, Lightspan Achieve Now, Reading Recovery, Success for All, Waterford Early Reading Program

Phonics Assessment

Definition: *The teacher regularly observes and records students' progress on exhibiting specified phonics skills.*

Description: Phonics assessment is used to provide teachers with information about students' acquisition of specific phonics skills. The assessments may be performance-based activities involving oral or written activities, a teacher-kept journal, or a predeveloped check-off list. The Indiana Phonics Toolkit includes materials appropriate for *Phonics Assessment.* The assessments identify students that need supplemental instruction, and indicate the content needed in that instruction. The assessments can also

be used to gauge the progress of the whole class so that the teacher can calibrate instruction accordingly.
Example: Indiana Phonics Toolkit

Problem-Solving
Definition: *Problem-solving is often used as both a rehearsal of skills already learned and application of newly learned concepts. Typically, the class receives whole class instruction followed by individual or group problem-solving activities to reinforce the instruction.*
Description: This is a common method in mathematics instruction involving solving word problems. Students solve word problems, usually after some kind of formal instruction, to practice what has been learned, build numeracy and math fluency, and apply math computation to real world situations.
Examples: Accelerated Schools, America's Choice, ATLAS, Lightspan, Success for All

Project-Based Instruction
Definition: *Students are assigned or select a project, as part of formal instruction. Projects generally involve both the in-depth study of a topic and a summary or synthesis of what has been learned in some sort of presentation such as a written report, an oral presentation, or the construction of a representational model.*
Description: A method common to upper elementary through high school classes across most subject areas. Project-based instruction often includes embedded content and process/performance lessons. While students are often given a choice in selecting a project, a list of requirements or instructions usually accompanies the assignment.
Examples: Accelerated Schools, America's Choice, ATLAS, Lightspan, Modern Red Schoolhouse

Reading Drills
Definition: *The program drills the participants on reading sub-skills, using specifically targeted, repetitive, and analytic exercises, e.g., flashcards with the same vowel pattern "ea" - "meat," "heat," etc.*
Description: Drills are a means of enabling students to practice and internalize what they have learned. While not the most glorified or appreciated of features, reading drills offer a way of strengthening students' skills in certain highly abstract, systematized areas, such as phonics and grammar.
Examples: Early Intervention in Reading, Success for All

Scaffolding
Definition: *Teachers model a complex activity to show students how to perform the activity; then the activity is repeated with less and less teacher input as students perform the activity independently.*
Description: This method enables children to learn how to do complex tasks. Simple directions may be insufficient to explain how to do such tasks. *Scaffolding* is used for more "high level" tasks and would make little sense, for instance, in a skills-oriented lesson such as phonics.
Examples: ATLAS, First Steps

Self-Selected Reading
Definition: *Students, rather than teachers, choose which books they read.*
Description: An approach compatible with student empowerment, *Self-Selected Reading* dramatically increases the chances that children will like what they read, improving the chances of students habitually reading for pleasure. On the downside, if children choose books only from one genre, or consistently choose books that do not challenge them, then this approach may actually hinder reading outcomes. Often this is used in combination with other reading approaches.
Examples: America's Choice, First Steps

Silent Individual Reading
Definition: *Children have time of their own to read silently, usually scheduled daily.*
Description: Teachers may or may not circulate, providing structured tutorial/individualized guidance or simply answering incidental questions. A staple of *Whole Language* and student-centered approaches, *Silent Individual Reading* gives children the chance to practice independently what they have learned. Typically children may choose which materials they use, which again brings up the choice/ comprehensiveness dilemma (see basal readers in the Structural/Organizational section).
Examples: Early Intervention in Reading, First Steps, Lightspan, School Development Program, Success for All

Storytelling
Definition: *Teacher reads stories out loud to students, usually in a classroom setting, rather than in a tutorial setting.*
Description: Storytelling is a near-universal staple of early reading instruction. It has two primary benefits. It makes children aware of the benefits of reading—that it is fun, exciting, etc.—even as it models reading, e.g., what texts sound like when read aloud. It also enables students to respond to their content.
Examples: Early Intervention in Reading, First Steps, Success for All

Worksheets/Workbooks
Definition: *Students fill out worksheets.*
Description: Usually skills-oriented, worksheets provide an inexpensive way for students to practice what they have learned. Their use may also free up teachers' time to concentrate on other tasks, such as small group instruction.
Examples: Accelerated Schools, America's Choice, School Development Program, Success for All

Writing Mechanics
Definition: *This feature comprises activities that call attention to the rules and mechanics of writing.*
Description: Particular activities might include revising texts to make sure, for example, that all of the sentences have periods, and all of the sentences begin with a capital letter. Editing can range from simple and mechanical to more complex revisions.
Examples: Success for All, America's Choice, First Steps, School Development Program

Appendix B

Early Reading and Literacy Classroom Survey

Early Reading and Literacy Classroom Survey

The position(s) of the person(s) completing this survey is (are):

Principal ○ Assistant Principal ○ Teacher ○
Reading Specialist ○ Other (please state) ○ _____

Grade Level:

Pre-K	○	1st	○	3rd	○	5th	○	N/A	○
K	○	2nd	○	4th	○	6th	○		

PART I.

Instructions: Please fill in the appropriate bubbles to indicate the extent to which the following features were used as part of the early literacy program in your school during the following years.

A. Structural/Organizational Features

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. Ability Grouping	○	○	○	○	○	○	○	○	○	○	Students assigned to groups based on ability.
2. Basal Readers	○	○	○	○	○	○	○	○	○	○	Series of graded readers.
3. Child-Initiated Learning Centers	○	○	○	○	○	○	○	○	○	○	Materials kept in central area, allowing children to choose materials that interest them.
4. Independent Reading	○	○	○	○	○	○	○	○	○	○	Students read silently from materials they choose.
5. One-on-one Tutorial	○	○	○	○	○	○	○	○	○	○	Staff provides one-to-one instruction to student.
6. "Pullout" Instruction	○	○	○	○	○	○	○	○	○	○	Students leave their regular classroom for specialized instruction.
7. Small Groups, Teacher Directed	○	○	○	○	○	○	○	○	○	○	Students work in small groups led by teacher or other adult.
8. Systematic, Formative Evaluation	○	○	○	○	○	○	○	○	○	○	Students are tested frequently to monitor reading gains.
9. On-going Written Observations	○	○	○	○	○	○	○	○	○	○	Teachers keep records of and track progress on students' activities, books read, etc., on an individual basis
10. Trade Books	○	○	○	○	○	○	○	○	○	○	Uses literature-based books as the basis for reading instruction.

B. Classroom Instruction

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. Big Books	○	○	○	○	○	○	○	○	○	○	Oversized books students read together in class.
2. Cooperative Learning	○	○	○	○	○	○	○	○	○	○	Mixed ability groups working on a task, where student success is interdependent.
3. Creative Writing and/or Essays	○	○	○	○	○	○	○	○	○	○	Students write stories on their own or with some guidance.
4. Drama	○	○	○	○	○	○	○	○	○	○	Students stage a written selection, interacting with the text in the process.
5. Emergent Spelling	○	○	○	○	○	○	○	○	○	○	Students encouraged to write before mastering spelling rules.
6. Paired Reading	○	○	○	○	○	○	○	○	○	○	Pairs read to each other and are encouraged to help each other.
7. Phonics Assessment	○	○	○	○	○	○	○	○	○	○	Teachers regularly observe and record students' progress on exhibiting specified phonics skills.
8. Phonemic Awareness	○	○	○	○	○	○	○	○	○	○	Activities introduce students to and provide practice in oral, aural, and visual discrimination of letters and sounds.
9. Pattern Discrimination	○	○	○	○	○	○	○	○	○	○	Instructional activities engage students in identifying letter patterns and discerning words that match specified patterns.
10. Multi-Sensory Phonics Activities	○	○	○	○	○	○	○	○	○	○	Interactive approaches emphasize multiple senses (e.g. tactile, kinesthetic) to help students learn, recognize, and use phonics concepts.
11. Reading Aloud	○	○	○	○	○	○	○	○	○	○	Teachers read stories and other texts aloud to their students.
12. Reading Drills	○	○	○	○	○	○	○	○	○	○	Directly instructing students on reading sub-skills, using directly-targeted, repetitive, and exercises.
13. Worksheets/ Workbooks	○	○	○	○	○	○	○	○	○	○	Students fill out worksheets as part of the reading program.
14. School Library	○	○	○	○	○	○	○	○	○	○	Students use the school library for independent reading.

C. Parent Involvement

Program Feature	Previous Year Extent of Use					Current Year Extent of Use					Description of Feature
	Never	Rarely	Occasionally	Often	Every day	Never	Rarely	Occasionally	Often	Every day	
1. Book Distribution	○	○	○	○	○	○	○	○	○	○	Distributes books to households that may have limited reading materials.
2. Family Literacy	○	○	○	○	○	○	○	○	○	○	Literacy instruction provided to parents.
3. Paired Reading	○	○	○	○	○	○	○	○	○	○	Parents help children with reading.
4. Parent Conferences	○	○	○	○	○	○	○	○	○	○	Teachers meet with parents to discuss student progress.
5. Parent Volunteers	○	○	○	○	○	○	○	○	○	○	Parents volunteer their time to help directly in instruction.

D. Professional Development

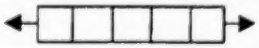
Instructions: Please fill in the appropriate bubbles to indicate whether the following features were used as part of the early literacy program in your classroom during the following years.

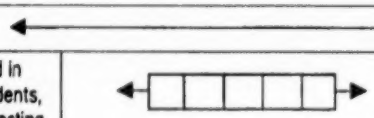
Program Feature	Previous Year	Current Year	Description of Feature
1. Certified Training	○	○	Instructors in reading program are *required* to have reading specialist certification or other official affiliation.
2. Certified Specialist	○	○	A certified specialist comes to the school to assist with training of teachers and other participants.
3. In-service Workshops	○	○	Teacher-attended workshop at the school provided by a topical expert.
4. Networking	○	○	Teachers meet with teachers from other schools who are involved in similar literacy approaches.
5. Opportunity for Collaboration	○	○	Teachers have release time for meetings, peer observations, etc.

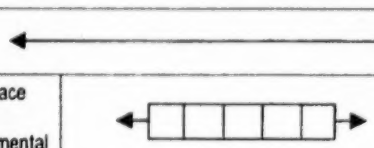
Part II. Implemented Philosophy

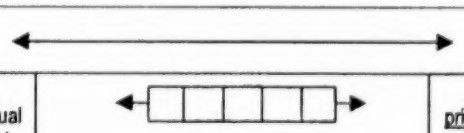
Please indicate on the following scale (See Example) the beliefs that best reflect your classroom's philosophy towards early literacy instruction for each year, K–3.

Example: The following would indicate a slightly higher emphasis on teacher directed instruction, compared to student directed instruction.

Teacher Directed		**Student Directed**

Teacher Directed		**Student Directed**
Teacher actively engaged in direct instruction with students, providing information, selecting topics and materials, as well as setting the pace of instruction, student response and practice.		Students encouraged to take charge of their own education, to choose from a variety of literacy activities and/or materials, work independently or with peers to create their own interpretations and discover general rules.

Child Centered/ Developmental		**Prescribed/systematic**
Curriculum content and pace are determined by the individual child's developmental level and needs, including the child's concepts of grammar and linguistics.		Curriculum content and pace is pre-determined and based on child's age and/or grade level.

Code/Phoneme emphasized		**Meaning/Comprehension emphasized**
Reading instruction focuses primarily on decoding individual word sounds (phonemes) and learning phonological rules.		Reading instruction focuses primarily on gaining meaning from text rather than on decoding individual sounds (phonemes) and learning phonological rules.

Code/Phonemes most effectively taught *outside of* context		**Code/Phonemes most effectively taught *within* context**

Decoding of individual word sounds (phonemes) and phonological rules are best learned when words are isolated from text (such as sentences or paragraphs).		Decoding of individual word sounds (phonemes) and phonological rules are best learned when words are presented within meaningful text (such as sentences or paragraphs).

Appendix C

Charts Showing Program Features Related to Indiana Academic Standards for Reading

Program Features Related to Standards Charts
Chart C.1
INDIANA STANDARD – READING: Word Recognition, Fluency, and Vocabulary Development

	Concepts in Print K-1	*Phonemic Awareness K-2*	*Decoding and Word Recognition K-3*	*Decoding and Word Recognition 4-6*	*Vocabulary and Concept Development K-3*	*Vocabulary and Concept Development 4-5*	*Vocabulary and Concept Development 6-8*
School-Wide	Backmapping +/- Community Partnership +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- Community Partnership +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- Community Partnership +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- Community Partnership +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- [Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning
Implemented Theory/ Philosophy	Phonological Awareness [Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction	Phonological Awareness Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction	Phonological Awareness Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction	Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction	Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction Whole Language	Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction	Prescribed Curriculum] [Prescribed Teacher Practices] +/- Standards-Based Instruction
Professional Development	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/ Observation] [Teacher Collaboration] [Teacher Inquiry	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/ Observation] [Teacher Collaboration] [Teacher Inquiry	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/ Observation] [Teacher Collaboration] [Teacher Inquiry	+/-Certified Intervention Training +/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] [Networking] +/- On-Site Facilitator +/- On-Site Specialist +/- School Site Training [Peer Review/ Observation] [Teacher Collaboration] [Teacher Inquiry

	Observation] [Teacher Collaboration] [Teacher Inquiry Portfolio] [Training of Trainers]	Observation] [Teacher Collaboration] [Teacher Inquiry Portfolio] [Training of Trainers]	Observation] [Teacher Collaboration] [Teacher Inquiry Portfolio] [Training of Trainers]	Portfolio] [Training of Trainers]	Observation] [Teacher Collaboration] [Teacher Inquiry Portfolio] [Training of Trainers]	Portfolio] [Training of Trainers]	Portfolio] [Training of Trainers]
Parent Involvement	Book Distribution Family Literacy +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum Parent Reading Instructional Training [Parent Volunteers]	Book Distribution Family Literacy +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum Parent Reading Instructional Training [Parent Volunteers]	Book Distribution Family Literacy +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum Parent Reading Instructional Training [Parent Volunteers]	Book Distribution Family Literacy +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum Parent Reading Instructional Training [Parent Volunteers]	Book Distribution Family Literacy +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum Parent Reading Instructional Training [Parent Volunteers]	Book Distribution +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution +/- [Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers]
	Paired Reading	Paired Reading	Paired Reading	Paired Reading	Paired Reading	Paired Reading	
Organization/ Structure	Ability Grouping Classroom-Based Diagnostic Procedures Frequent Assessment Heterogeneous Groups Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Pullout Program Supplemental Learning [Systematic Learning]	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Heterogeneous Groups Individualized Instruction Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Pullout Program Remedial Methodologies Small Groups Supplemental Learning [Systematic Learning]	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Heterogeneous Groups Individualized Instruction Literacy Rich Environment One-on-One Tutoring On-going Written Assessment Pullout Program Remedial Methodologies Small Groups Supplemental Learning [Systematic Learning]	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Frequent Assessment Heterogeneous Groups Individualized Instruction Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Remedial Methodologies Small Groups Supplemental Learning [Systematic Learning] Trade Books	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Remedial Methodologies Small Groups Supplemental Learning [Systematic Learning] Thematic Units Trade Books	Ability Grouping Basal Readers Classroom-Based Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Remedial Methodologies Small Groups Supplemental Learning [Systematic Learning] Thematic Units Trade Books	Ability Grouping Classroom-Based Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Remedial Methodologies Small Groups Supplemental Learning [Systematic Learning] Thematic Units Trade Books

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Instructional Classroom	Big Books Computer Assisted Instruction Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Manipulatives Multisensory Activities Pacing Oral Reading Paired Reading Phonemic Awareness Phonics Assessment Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Big Books Computer Assisted Instruction Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Manipulatives Multisensory Activities Pacing Oral Reading Paired Reading Phonemic Awareness Phonics Assessment Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Big Books Collaborative Teams Cooperative Learning Computer Assisted Instruction Echo or Choral Reading Highly Scripted Lessons Interpreting/ Discussion Invented Spelling Manipulatives Multisensory Activities Pacing Oral Reading Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness Phonics Assessment Reading Drills Story Telling Worksheets/ Workbooks Writing Mechanics	Collaborative Teams Cooperative Learning Computer Assisted Instruction Interpreting/Discussion Manipulatives Multisensory Activities Performance Assessment Paired Reading Self-Selected Reading Worksheets/Workbooks Writing Mechanics	Big Books Collaborative Teams Cooperative Learning Computer Assisted Instruction Creative Writing Echo or Choral Reading Emergent Spelling Highly Scripted Lessons Interpreting/ Discussion Journals Manipulatives Multisensory Activities Pacing Oral Reading Paired Reading Pattern Discrimination Performance Assessment Phonemic Awareness Phonics Assessment Reading Drills Scaffolding Story Telling Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Collaborative Teams Cooperative Learning Computer Assisted Instruction Computer as a Tool Creative Writing Interpreting/Discussion Journals Paired Reading Performance Assessment Reading Drills Scaffolding Worksheets/Workbooks Writing Mechanics	Advanced Writing Mechanics Collaborative Teams Cooperative Learning Computer Assisted Instruction Computer as a Tool Creative Writing Essays Interpreting/Discussion Journals Paired Reading Performance Assessment Scaffolding Worksheets/Workbooks Writing Mechanics

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Chart C.2

INDIANA ACADEMIC STANDARD READING: Reading Comprehension

	Structural Features of Informational and Technical Materials K-3	*Structural Features of Informational and Technical Materials 4-6*	*Structural Features of Informational and Technical Materials 7-8*	*Comprehension and Analysis of Grade-Level-Appropriate Text K-3*	*Comprehension and Analysis of Grade-Level-Appropriate Text 4-6*	*Comprehension and Analysis of Grade-Level-Appropriate Text 7-8*	**Expository (Informational) Critique 5-6**	**Expository (Informational) Critique 7-8**
School-Wide	Backmapping +/- Community Partnership [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- Community Partnership +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] Looping [Study Group/ School] [Study Group/ Teachers] [Systematic Learning] +/- Taking Stock +/- Visioning
Implemented Theory/ Philosophy	[Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Self-Extending System Standards-Based Instruction	Acceleration Constructivist Learning [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Self-Extending System Standards-Based Instruction	Acceleration Constructivist Learning [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Self-Extending System Standards-Based Instruction Thematic Teaching	Acceleration Child Centered/ Developmental Constructivist Learning [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Self-Extending System Standards-Based Instruction Thematic Teaching Whole Language	Acceleration Child Centered/ Developmental Concept Development Constructivist Learning [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Standards-Based Instruction Thematic Teaching	Acceleration Concept Development [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Standards-Based Instruction Student Empowerment Thematic Teaching	Acceleration Child Centered/ Developmental Concept Development Constructivist Learning [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Standards-Based Instruction Thematic Teaching	Acceleration Concept Development [Prescribed Curriculum] [Prescribed Teacher Practices] [Reflective Practice] Standards-Based Instruction Student Empowerment

Professional Development	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator +/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]
Parent Involvement	Book Distribution Family Literacy +/-[Learning Contract/ Parent] Parent Instruction Training/Reading Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution Family Literacy +/-[Learning Contract/ Parent] Parent Instruction Training/Reading Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution +/-[Learning Contract/ Parents] Parent Instruction Training/Reading Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution Family Literacy [Learning Contract/Parent] Parent Instruction Training/Reading Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution Family Literacy [Learning Contract/Parent] Parent Instruction Training/Readin; Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution [Learning Contract/Parent] Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution [Learning Contract/Parent] Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution [Learning Contract/Parent] Parent Participation in Planning Curriculum [Parent Volunteers]
	Paired Reading	Paired Reading		Paired Reading	Paired Reading			

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Organization/ Structure	Classroom-Based Literacy Rich Environment One-on-One Tutoring Peer Tutoring Pullout Program Small Groups Student-Initiated Learning Centers Supplemental Learning Trade Books	Classroom-Based Individualized Instruction Literacy Rich Environment One-on-One Tutoring Peer Tutoring Pullout Program Small Groups Student-Initiated Learning Centers Supplemental Learning Trade Books	Classroom-Based Flexible Grouping Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring Peer Tutoring Pullout Program Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units Trade Books	Ability Grouping Basal Readers Basic Reading Ability Assumed Classroom-Based Cross-Year Portfolios Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Remedial Methodologies Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units Trade Books	Ability Grouping Basal Readers Classroom-Based Cross-Year Portfolios Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Remedial Methodologies Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units Trade Books	Ability Grouping Classroom-Based Diagnostic Procedures Cross-Year Portfolios Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring Peer Tutoring Pullout Program Remedial Methodologies Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units Trade Books	Ability Grouping Basal Readers Classroom-Based Cross-Year Portfolios Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Small Groups Student-Initiated Learning Centers Supplemental Learning Trade Books	Ability Grouping Classroom-Based Cross-Year Portfolios Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning One-on-One Tutoring Peer Tutoring Pullout Program Reading Canon Small Groups Student-Initiated Learning Centers Supplemental Learning Trade Books
Organization/ Structure (Continued)								

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Classroom Instruction	Big Books Collaborative Teams Computer as a Tool Highly Scripted Lessons Interpreting/ Discussion Journals +/- Learning Contracts Paired Reading Performance Assessment Scaffolding Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Essays Inquiry Learning Interpreting/ Discussion Journals +/- Learning Contracts Paired Reading Performance Assessment Scaffolding Self-Selected Reading Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Essays Interpreting/ Discussion Journals +/- Learning Contracts Performance Assessment Project-Based Instruction Worksheets/ Workbooks	Authentic Instruction Big Books Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Drama Echo or Choral Reading Essays Highly Scripted Lessons Interpreting/ Discussion Journals +/- Learning Contracts Meaning Context/ Predicting Multisensory Activity Paired Reading Pacing Oral Reading Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading Storytelling Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Drama Essays Inquiry Learning Interpreting/ Discussion Journals +/- Learning Contracts Meaning Context/ Predicting Multisensory Activity Paired Reading Performance Assessment Project-Based Instruction Scaffolding Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks Writing Mechanics	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Essays Inquiry Learning Interpreting/ Discussion Journals +/- Learning Contracts Performance Assessment Project-Based Instruction Worksheets/ Workbooks	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer Assisted Instruction Cooperative Learning Creative Writing Drama Essays Interpreting/ Discussion Journals +/- Learning Contracts Performance Assessment Scaffolding Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Essays Interpreting/ Discussion Journals +/- Learning Contracts Performance Assessment Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks

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Chart C.3
INDIANA STANDARDS -- READING: Literary Response and Analysis

	Structural Features of Literature 4-6	*Structural Features of Literature 7-8*	*Analysis of Grade-Level- Appropriate Narratives (Stories) K-3*	*Analysis of Grade-Level- Appropriate Narratives (Stories) 4-6*	*Narrative Analysis of Grade-Level- Appropriate Text 7-8*	*Literary Criticism 5-6*	*Literary Criticism 7-8*
School-Wide	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/- Community Partnership +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning	Backmapping +/-[Formative Program Evaluation] [Inquiry] [Instructional Guidance] [Learning Contract School] Looping [Study Group/ School] [Study Group/ Teacher] [Systematic Learning] +/- Taking Stock +/- Visioning
Implemented Theory/ Philosophy	Acceleration Constructivist Learning +/-[Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Standards-Based Instruction	Acceleration Concept Development Constructivist Learning +/- [Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Standards-Based Instruction Thematic Teaching	Acceleration Child-Centered/ Developmental Concept Development Constructivist Learning +/-[Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Standards-Based Instruction Student Empowerment Thematic Teaching	Acceleration Concept Development Constructivist Learning +/-[Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Standards-Based Instruction Thematic Teaching	Acceleration Concept Development Constructivist Learning +/-[Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Standards-Based Instruction	Acceleration Concept Development Constructivist Learning +/-[Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Self-Extending System Standards-Based Instruction	Acceleration Concept Development Constructivist Learning +/-[Prescribed Curriculum] +/- Prescribed Teacher Practices [Reflective Practice] Self-Extending System Standards-Based Instruction Thematic Teaching
Professional Development	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator	+/- Certified Specialist [In-Service Workshops] [Modeling with Coaching] +/-[Networking] +/- On-Site Facilitator	+/- Certified Specialist [In-Service Workshops] +/-[Networking] [Modeling with Coaching] +/- On-Site Facilitator	+/- Certified Specialist [In-Service Workshops] +/-[Networking] [Modeling with Coaching] +/- On-Site Facilitator

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	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]	+/- On-Site Specialist [Peer Review/ Observation] +/- School Site Training [Teacher Collaboration] [Teacher Inquiry Portfolio]
Parent Involvement	Book Distribution +/-[Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers] Paired Reading	Book Distribution +/-[Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution Family Literacy +/-[Learning Contract/ Parent] Parent Reading Instructional Training Parent Participation in Planning Curriculum [Parent Volunteers] Paired Reading	Book Distribution +/-[Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers] Paired Reading	Book Distribution +/-[Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution +/-[Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers]	Book Distribution +/-[Learning Contract/ Parent] Parent Participation in Planning Curriculum [Parent Volunteers]

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Organization/ Structure	Ability Grouping Basal Readers Classroom-Based Cross-Year Portfolios Flexible Grouping Heterogeneous Groups Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Small Groups Student-Initiated Learning Centers Supplemental Learning Trade Books	Ability Grouping Classroom-Based Cross-Year Portfolios Diagnostic Procedures Flexible Grouping Heterogeneous Groups Interactive Learning One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Small Groups Student-Initiated Learning Centers Supplemental Learning	Ability Grouping Basal Readers Classroom-Based Cross-Year Portfolios Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Remedial Methodologies Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units Trade Books	Ability Grouping Basal Readers Classroom-Based Cross-Year Portfolios Diagnostic Procedures Flexible Grouping Frequent Assessment Heterogeneous Groups Individualized Instruction Interactive Learning One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Reading Canon Remedial Methodologies Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units Trade Books	Ability Grouping Classroom-Based Cross-Year Portfolios Flexible Grouping Heterogeneous Groups Individualized Instruction Interactive Learning Literacy Rich Environment One-on-One Tutoring On-going Written Observations Peer Tutoring Pullout Program Small Groups Student-Initiated Learning Centers Supplemental Learning	Ability Grouping Basal Readers Classroom-Based Cross-Year Portfolios Flexible Grouping Heterogeneous Groups Individualized Instruction Literacy Rich Environment One-on-One Tutoring Peer Tutoring Pullout Program Reading Canon Small Groups Student-Initiated Learning Centers Supplemental Learning Trade Books	Ability Grouping Classroom-Based Cross-Year Portfolios Flexible Grouping Heterogeneous Groups Individualized Instruction One-on-One Tutoring Peer Tutoring Pullout Program Small Groups Student-Initiated Learning Centers Supplemental Learning Thematic Units
Classroom Instruction	Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Drama Essays Interpreting/ Discussion Journals +/-[Learning Contract/ Student] Paired Reading Performance Assessment Project-Based	Collaborative Teams Cooperative Learning Creative Writing Cultural Literacy Essays Interpreting/ Discussion +/-[Learning Contract/ Student] Paired Reading Performance Assessment Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks	Authentic Instruction Big Books Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Drama Essays Highly Scripted Lessons Interpreting/ Discussion Journals +/-[Learning Contract/ Student] Meaning Context/	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Computer Assisted Instruction Cooperative Learning Creative Writing Cultural Literacy Drama Essays Interpreting/ Discussion Journals +/-[Learning Contract/ Student] Meaning Context/	Advanced Writing Mechanics Authentic Instruction Collaborative Teams Computer as a Tool Cooperative Learning Creative Writing Cultural Literacy Essays Interpreting/ Discussion Journals +/-[Learning Contract/ Student] Performance Assessment Project-Based Instruction	Authentic Instruction Collaborative Teams Cooperative Learning Creative Writing Cultural Literacy Essays Interpreting/ Discussion Journals +/-[Learning Contract/ Student] Performance Assessment Self-Selected Reading Silent Individual Reading	Authentic Instruction Collaborative Teams Cooperative Learning Creative Writing Essays Interpreting/ Discussion +/-[Learning Contract/ Student] Performance Assessment Project-Based Instruction Self-Selected Reading Silent Individual Reading

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	Instruction Scaffolding Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks		Predicting Multisensory Activity Paired Reading Performance Assessment Project-Based Instruction Scaffolding Self-Selected Reading Silent Individual Reading Storytelling Writing Mechanics Worksheets/ Workbooks	Predicting Paired Reading Performance Assessment Project-Based Instruction Scaffolding Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks	Scaffolding Self-Selected Reading Silent Individual Reading Worksheets/ Workbooks		

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